

Media Literacy – Children, Parents and the Media in Montenegro

Report

December 2022

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Name: DeFacto Consultancy

Address: 8. Marta 55, 81000 Podgorica, Montenegro

Telephone number: +382 67 226 392

E-mail: office@defacto.me

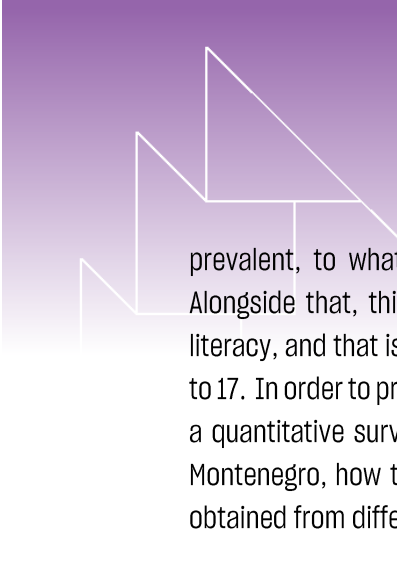
Website: www.defacto.me; msslabs.defacto.me

@DeFactoMNE @defactoconsultancy



Introductory remarks

Media literacy plays a large part in the overall adeptness of today's youth and society in general. This research serves to provide a deeper understanding of the ways in which media is consumed, which devices are most



prevalent, to what extent “fake news” is recognized, and other topics related to understanding media. Alongside that, this research takes into consideration two points of view on the subject matter of media literacy, and that is; the view of parents who have children ages 4 to 17, as well as the view of children ages 9 to 17. In order to provide support to the Electronic Media Agency of Montenegro, the DeFacto agency conducted a quantitative survey. The aim of the research is to examine media literacy among parents and children in Montenegro, how they choose media content and, in general, habits related to the adoption of information obtained from different sources.

The report is designed in several units that cover the design of the survey. In the first unit, the method and data used is presented. The second unit presents the processed data related to how much parents and children follow media content, as well as which devices they use. Within the third unit, a data analysis related to how much parents and children use the internet and in what ways. In the fourth part, the results depict the attitudes of parents and children about how they see and understand media, with a special focus on the topic of fake news. Experiences and risks speak about how children use media as well as the risks related to media use. In a logical sequence, the following part of the report discusses the parental control of media use, and the attitudes of both parents and children regarding control. The last chapter, which presents data from the research, provides a brief overview of whether and to what extent parents and children attend cultural events in Montenegro. The report ends by summarizing the most relevant and interesting data.

Method

The research was conducted with a public opinion poll of 1050 parents and 675 children. The survey was supported by two questionnaires – a questionnaire for parents and a questionnaire for children. The research was conducted using the CAPI (Computer Assisted Personal Interviewing) technique and face-to-face interviewing with the use of a tablet device. Fieldwork was conducted in the period of the 11th of August to the 7th of November, 2022. The questionnaire for children contained 100 questions while the questionnaire for parents had 116 questions.

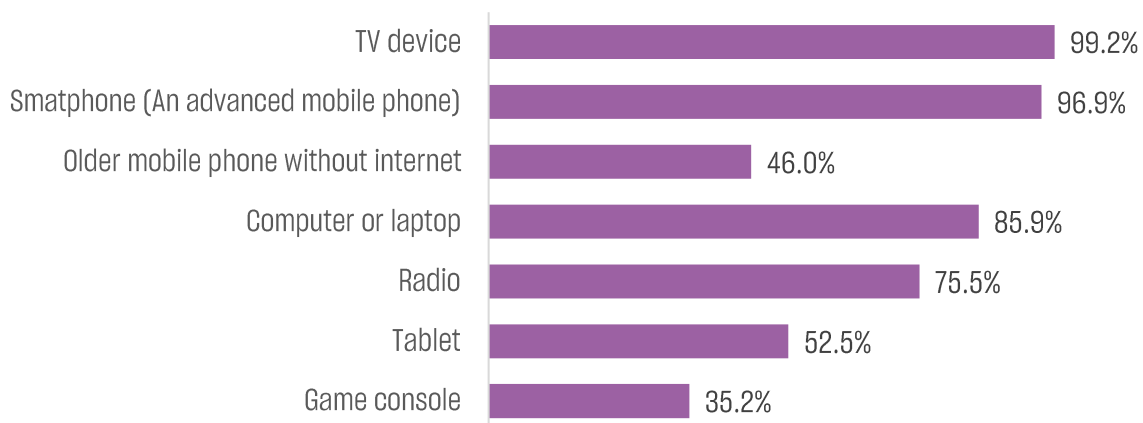
The research on the media literacy of parents and children was carried out using two questionnaires – where the parents' questionnaire was carried out on a sample of 1050 male and female respondents with children from 4 to 17 years of age, and the children's questionnaire was carried out on a sample of 675 male and female respondents from 9 to 17 years of age.

The stratification itself during the process of defining the sample was carried out in two steps. In the first step, the general population of Montenegro is divided into three strata that correspond to the geo-economic regions in Montenegro (north, center and south). In the second step, the sample units within the stratum were divided into three groups: large, medium and small, whereby the households in which the survey was conducted were selected at this level. The selection of the household in which, within the sample unit, the research was conducted was carried out using the *random walk* method. The sample is representative of the adult population of Montenegro and encompasses 17 Montenegrin municipalities.

Media content

Today it is possible to consume media in various ways, as well as on multiple devices. Additionally, even those devices have a handful of different configurations that give users completely different usage experiences. For example, as we have been used to for the past decades, it is not the same to have an "ordinary" mobile phone of an older generation, or a "smart" mobile phone that constantly has access to the Internet. It is similar for TV devices, for example, even today we can see a difference between "ordinary" TVs and "smart" TVs.

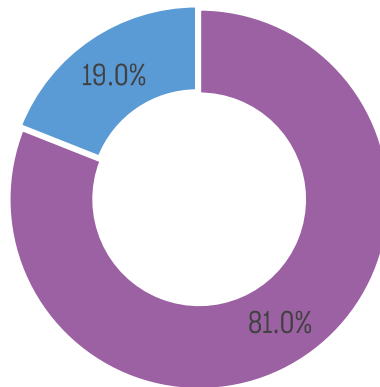
In the beginning, we asked our respondents which devices they own within their household. Na početku smo ispitanike pitali koje sve uređaje posjeduju u njihovom domaćinstvu. We will first analyze the answers of the parents.



Graph 1: Does your household own the following appliances? (Parents)

Respondents could choose several options and say that they have none, one, more or all of the mentioned devices in their household. Almost all respondents in the household have a TV set and an advanced mobile phone (smartphone). In addition, almost 86% of respondents say that they have a computer or laptop in their household, and 75.5% say that they have a radio in their household. Game consoles are the least represented. However, it should be kept in mind that the subjects of the research are parents of children aged 4 to 17, and that there are undoubtedly many more in this population who have game consoles because of their children.

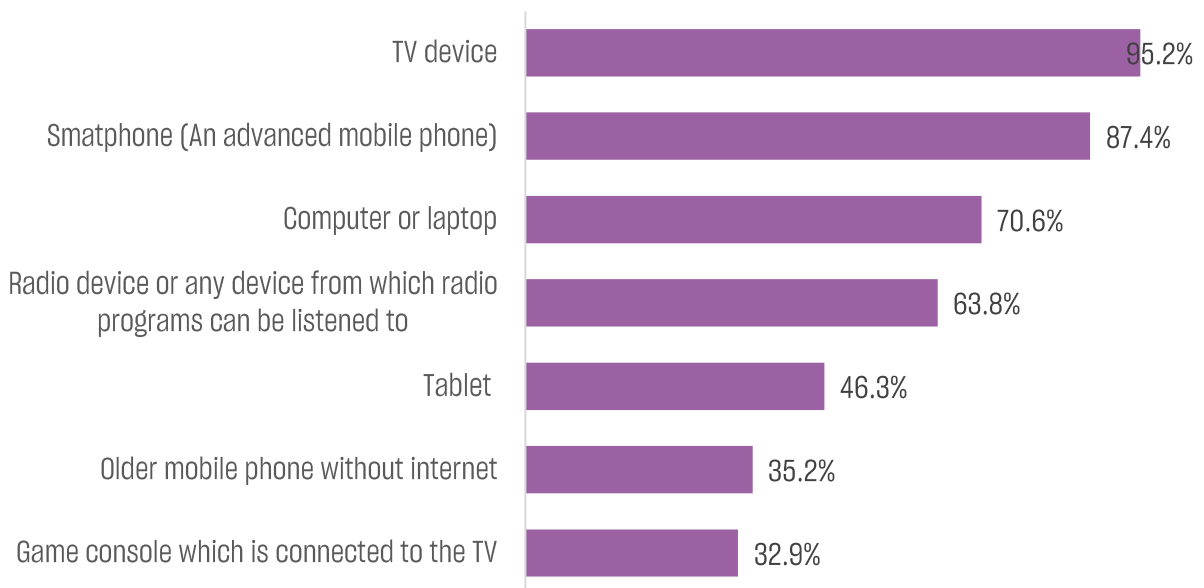
When we talk about TV devices, which are the most represented device in every household, we additionally asked the respondents whether they own a smart TV or a classic TV device that does not have access to the Internet. The data shows that the vast majority (81%) own a Smart TV today.



■ Smart TV ■ Classic TV with no internet access

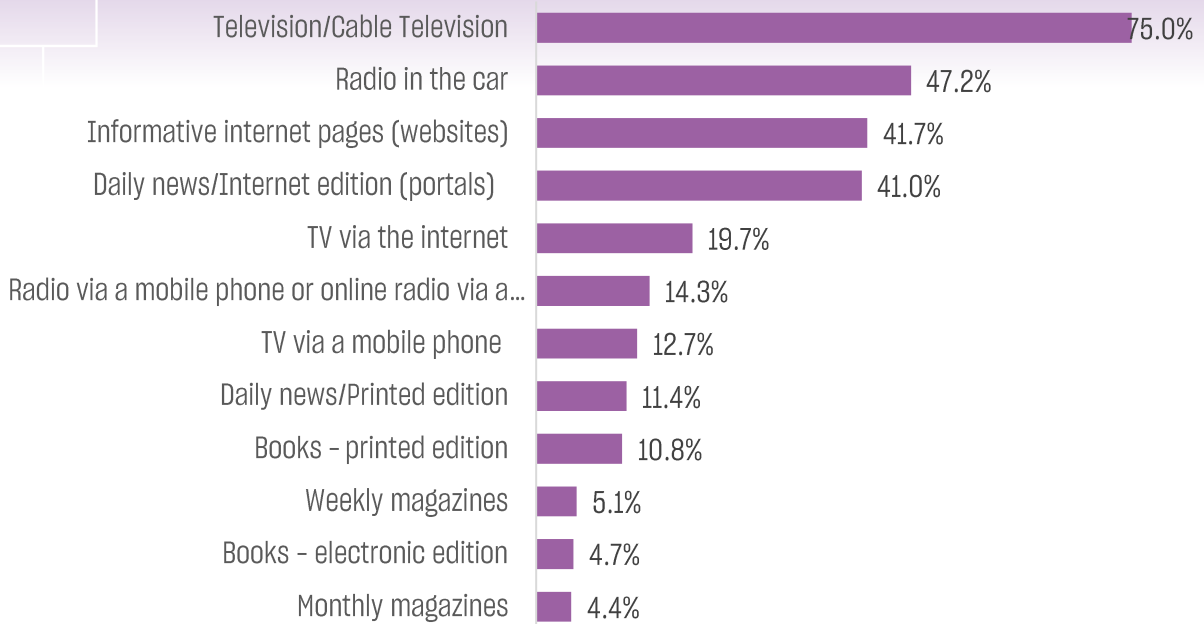
Graph 2: What kind of TV device? (Parents)

Aside from that, it is interesting to see that children, almost completely, have access to all the devices within their household. There is a very small percentage of parents who say that their child does not have access to a certain device.

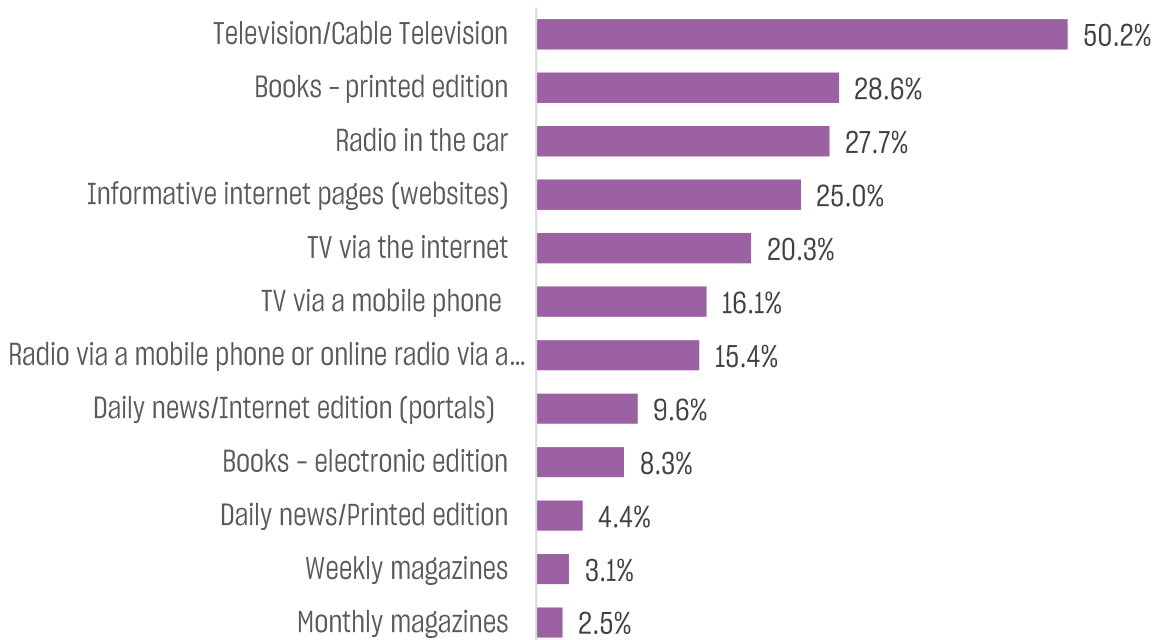


Graph 3: Does your child have access to the following appliances in your household? (Parents)

Along with that which device the respondents own, in order to understand media use, it is of importance to also discover which devices and media is being used the most. We asked the children and the parents how often they use they the presented media in the following graph. The data is presented for media that is used everyday, and which undoubtedly has the biggest impact on both groups.



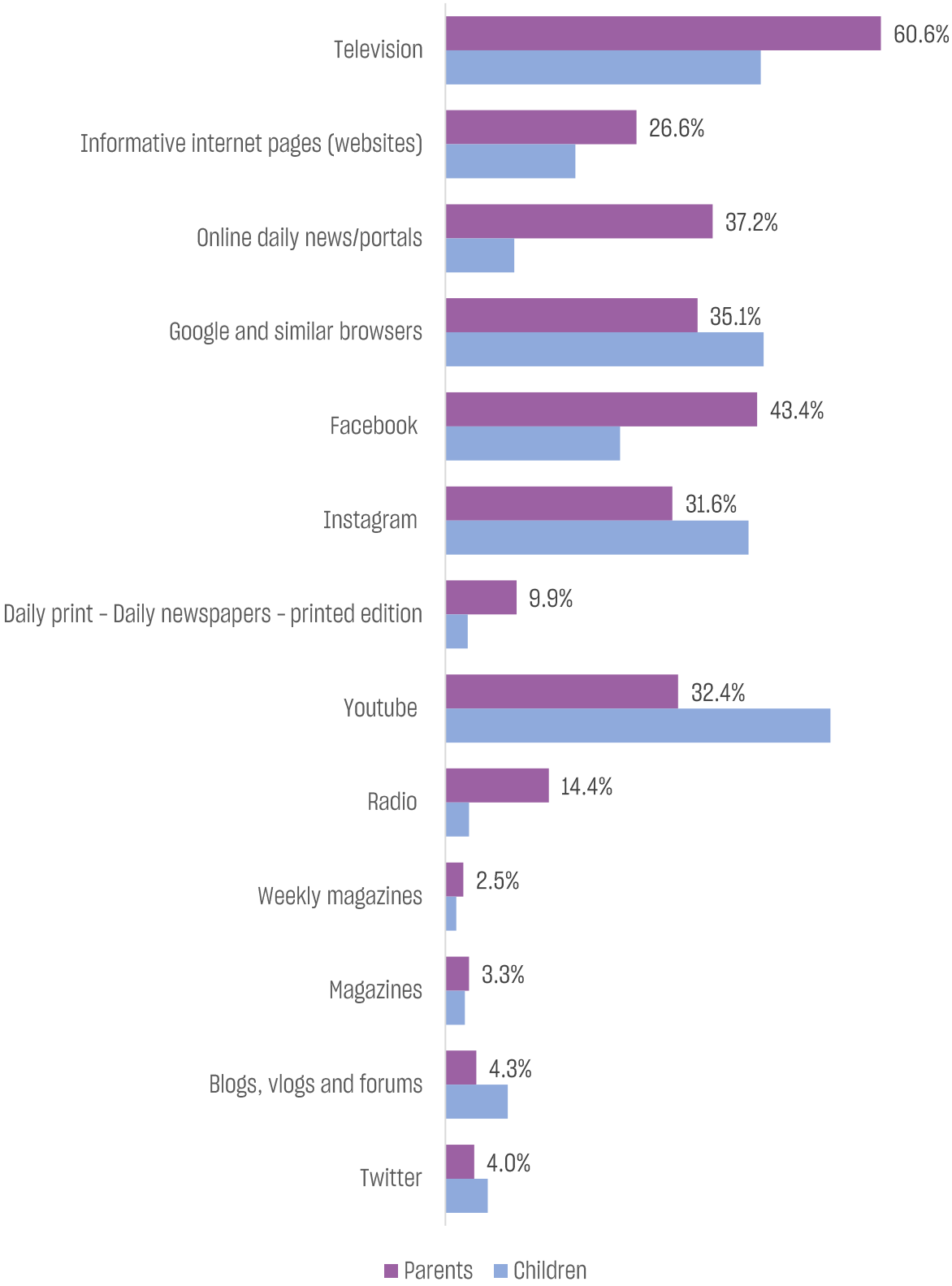
Graph 4: Percentage of those who use the following devices/media daily (Parents)



Graph 5: Percentage of those who use the following devices/media daily (Children)

Both parents and children use television/cable television to the greatest extent every day. However, it is important to note the big difference between these two groups, as many as 75% of parents say that they watch television every day, while 50.2% of children say that they watch television every day. Children obviously use the TV device much less, which is in line with what we normally know about the new generations, who are much less attached to TV, and spend much more time on mobile phones. In addition, the collected data show that almost every third child says that they read books, including printed editions.

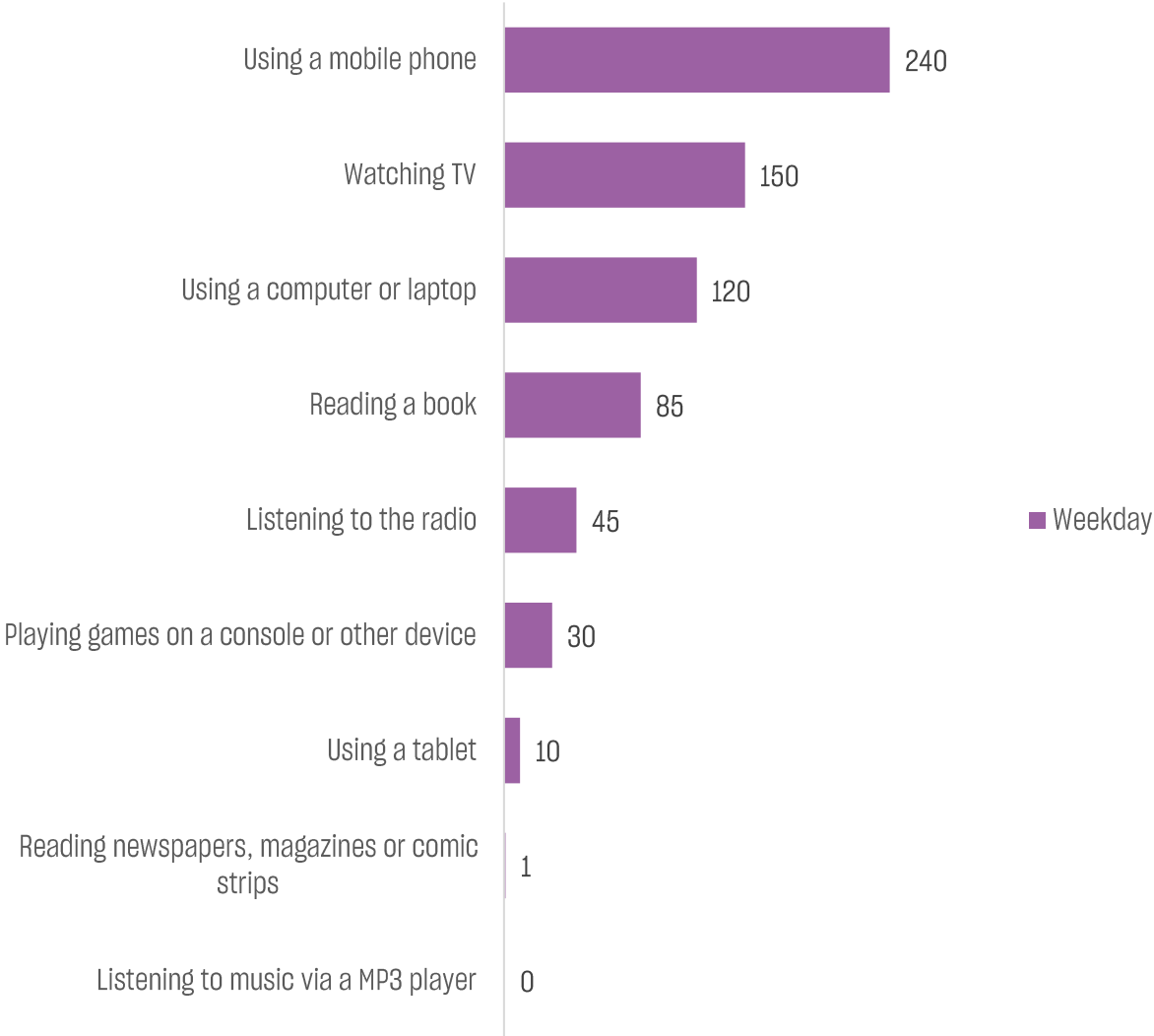
It is interesting to note the pronounced differences between these two groups in terms of using the media when they need to find some information that really interests them.



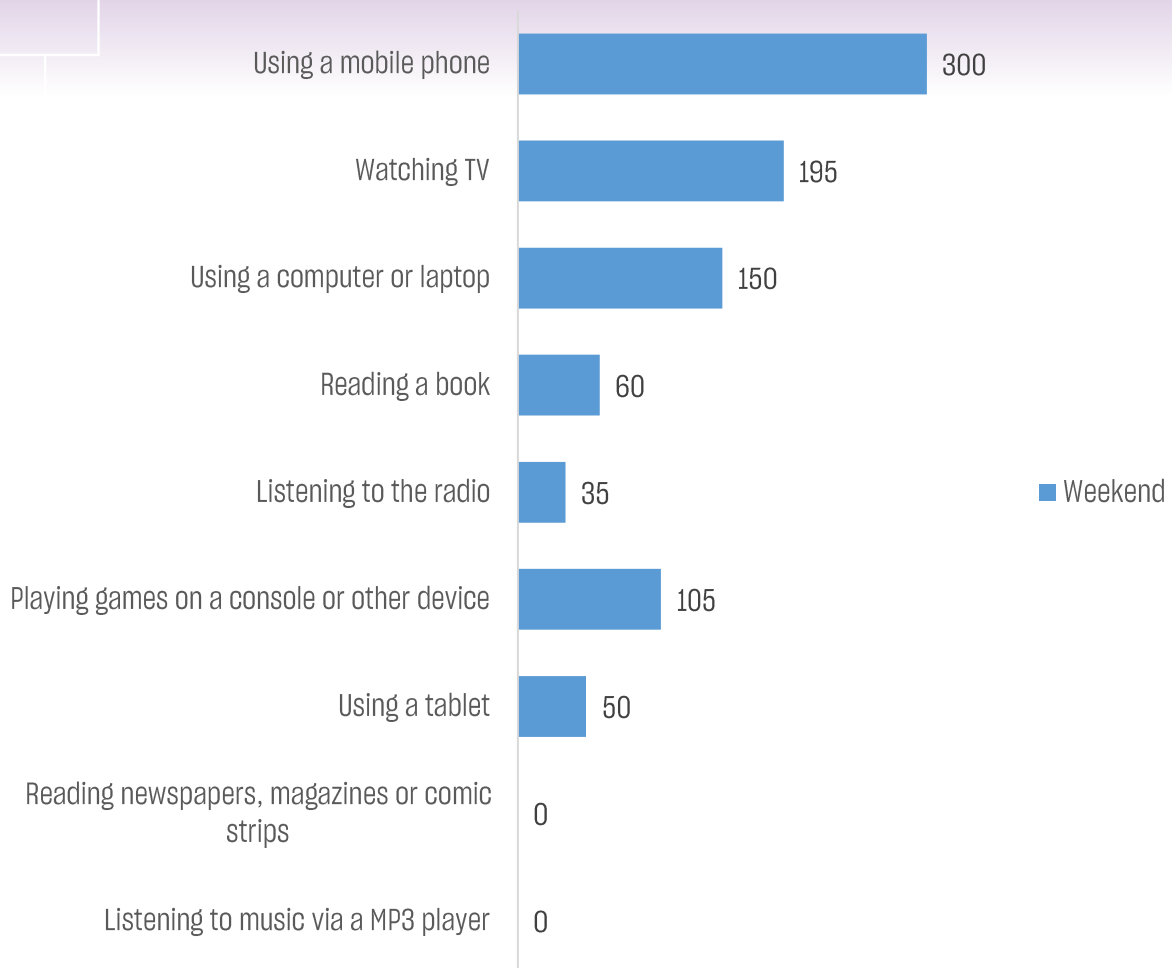
Graph 6: Through which media did you get information in the past week about things that interest you? (Parents and Children)

Parents, when they need to find some information that interests them, still mostly rely on television. On the other hand, children use YouTube to the greatest extent. The data also shows a clear difference in the use of social media networks. Some social media networks are used more by children, and some are used more by parents. For example, 43.4% of parents say that they find information on Facebook, and only 24.3% of children say that they find information on Facebook. On the other hand, 42.2% of children say they rely on Instagram, in contrast to only 31.6% of parents.

It is particularly relevant for children how much time they spend with the following media or devices. That's why we asked each child who participated in the research how much time they spend per day with the following information and communication devices and media. Of course, given the significant differences in how much free time children have on weekdays during the school year and on weekends, we asked specifically how much time they spend on weekdays and how much on weekends. The data is presented in the following two graphs.



Graph 7: How much time do children spend with information and communication devices and media on WEEKDAYS? (Children, average for all respondents expressed in minutes)

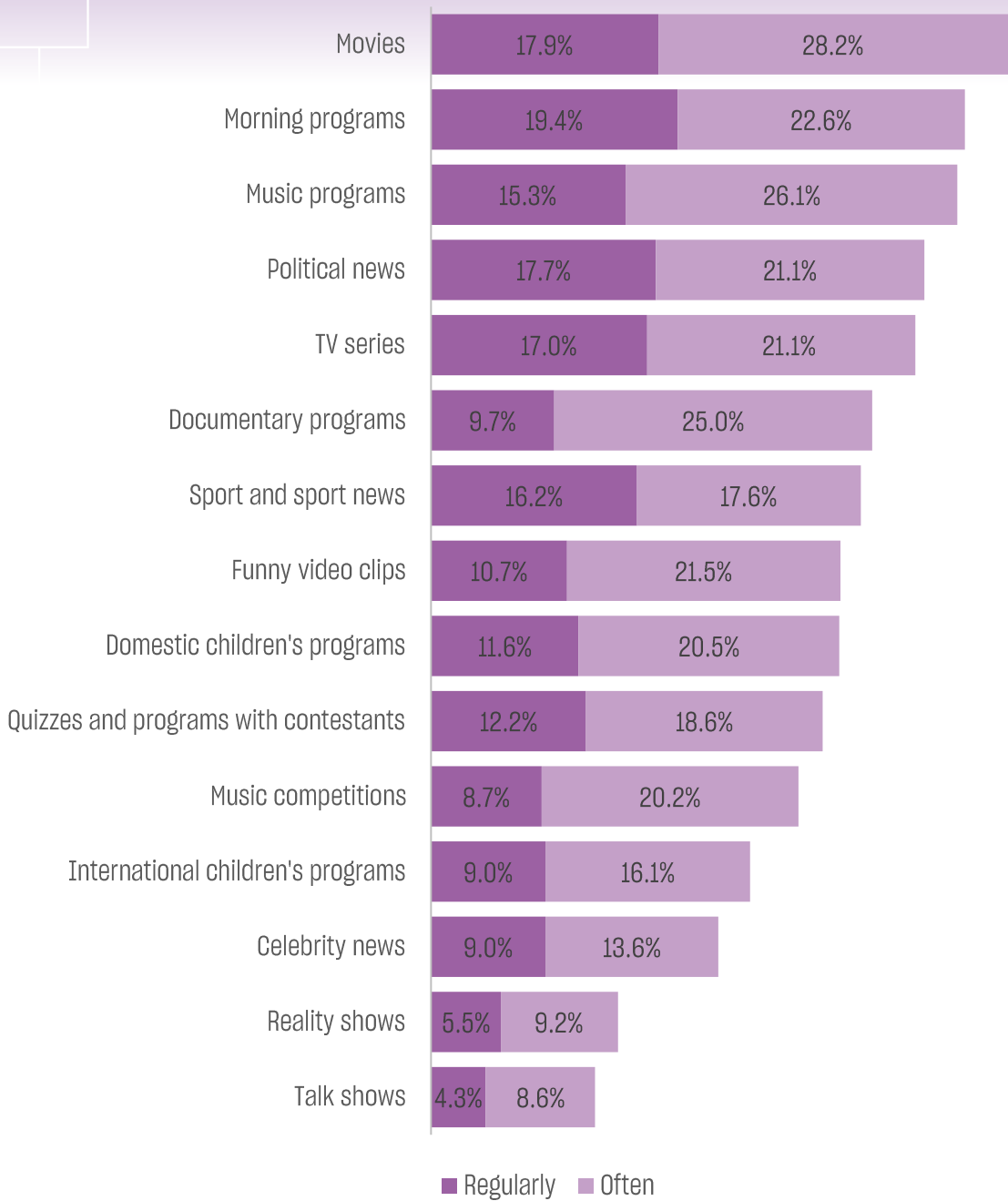


Graph 8: How much time do children spend with information and communication devices and media on the WEEKEND? (Children, average for all respondents expressed in minutes)

By far, children spend the most time using a mobile phone. During weekdays, on average, children, by their own admission, spend four hours using a mobile phone, and on weekends they spend up to five hours on average. It is important to keep in mind that this is an average, which means that there are many children who say that they use mobile phones more than this during the day.

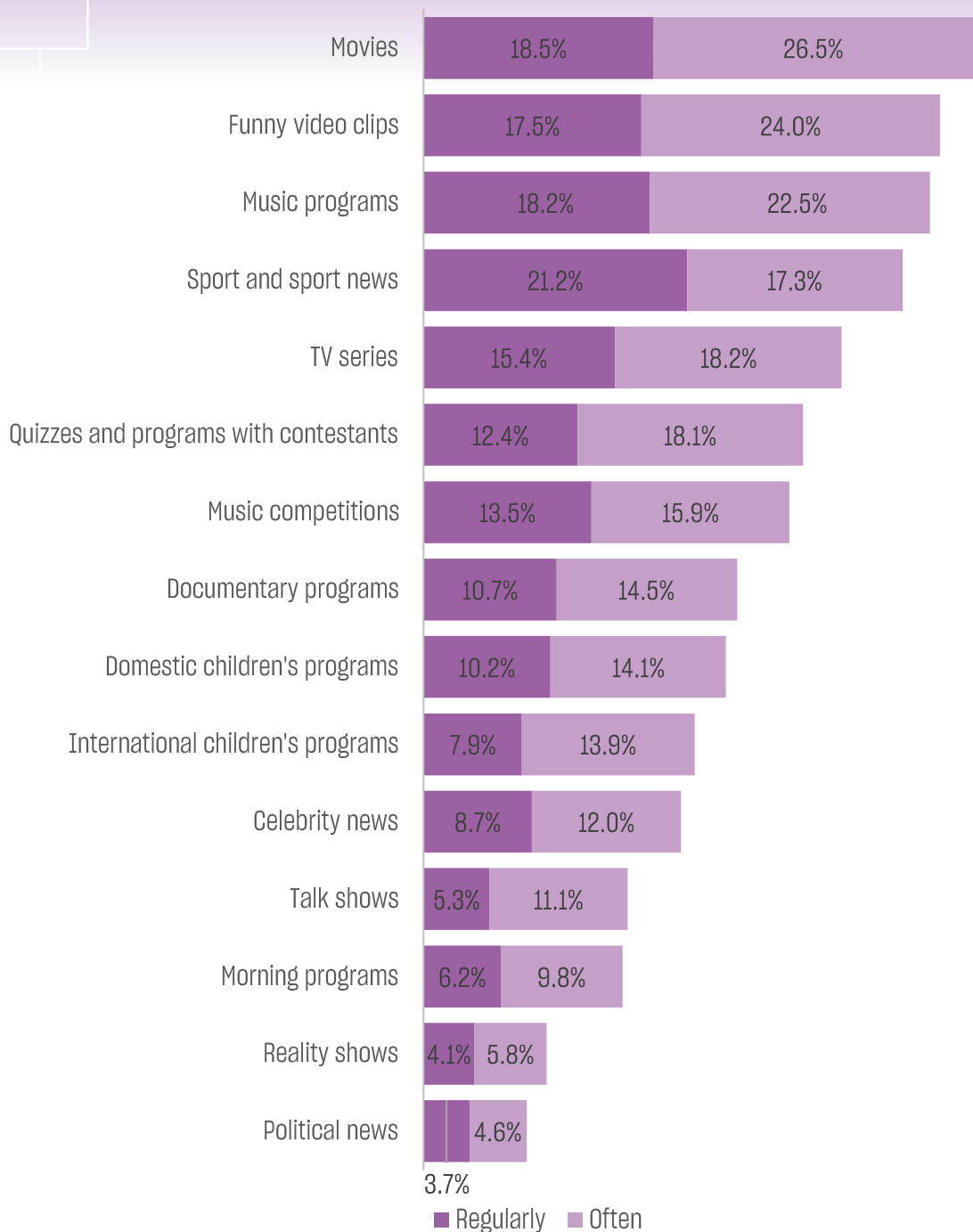
Additionally, children spend two and a half hours watching TV on weekdays, and two hours on average in front of the computer. There is also half an hour of gaming. **In total, children spend up to 9 hours a day in front of various screens on average. During weekends even more than that.**

For a better understanding of the topic of media literacy, it is first of all necessary to know what media content is followed by parents and children, and what is the most popular in these groups. Television has always been the source of a wide variety of programs, and today it is probably more than ever, bearing in mind that hundreds of programs from all over the world are available to everyone, either through cable television operators or over the Internet. In the following graph, we see that parents mostly watch movies, morning programs and music programs on television. The graph presents the answers for the categories "regularly" and "often", and the categories are shown in the following order; from the one that parents follow the most to the one that they follow the least.



Graph 9: How often do you follow the following TV content in a typical week? (Parents)

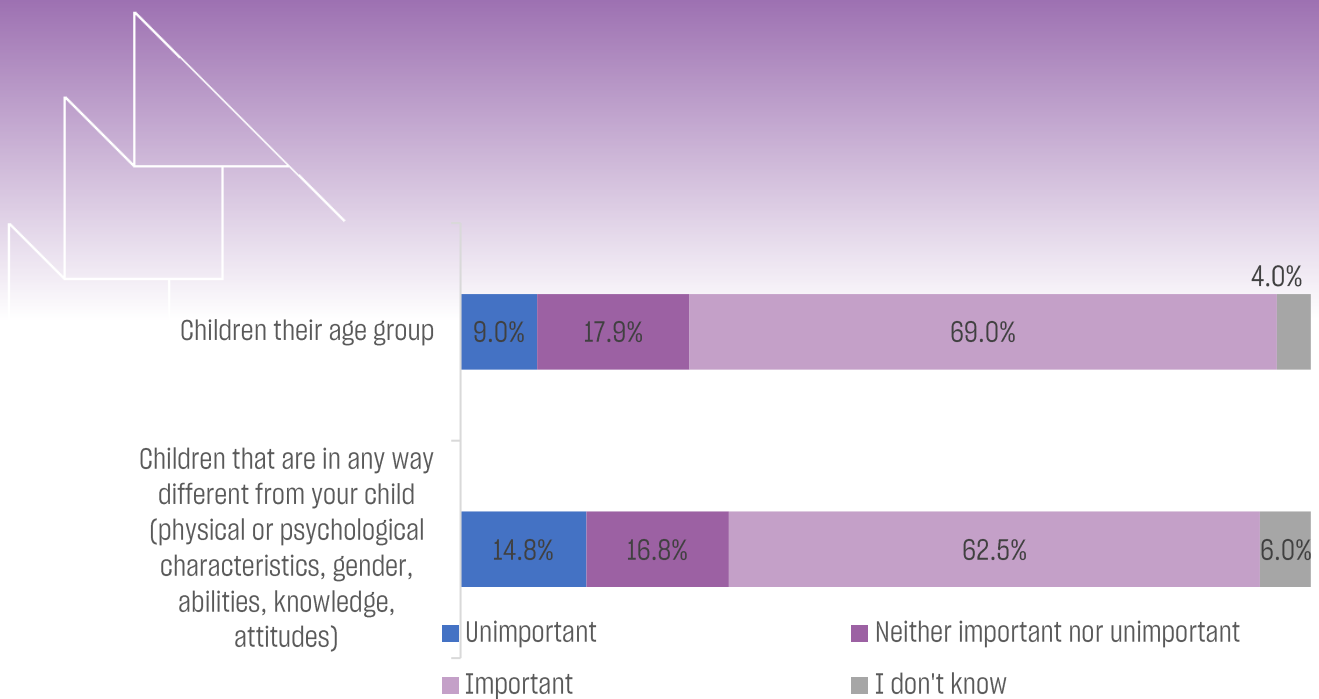
In regards to children we can see a similar but not identical layout of categories that they most often follow during a typical week.



Graph 10: How often do you follow the following TV content in a typical week? (Children)

Both children and parents say that they watch movies mostly on TV, in addition to that they also use TV often to watch funny video clips, music programs and sports news. The least watched category among children is political news. Nevertheless, almost every tenth child says that they regularly or often follow political news.

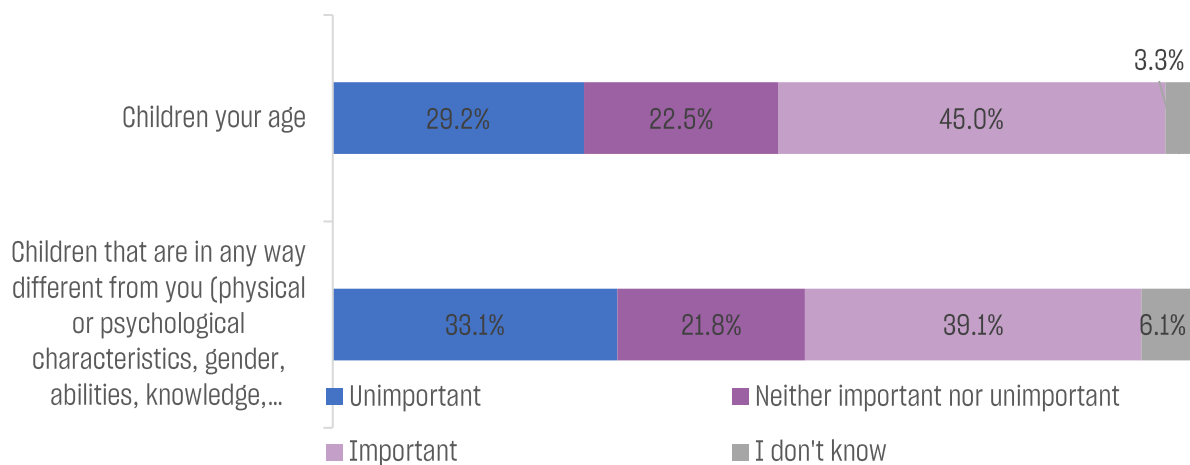
The data vividly shows the differences between what parents would like their children to watch as media content, and what the children themselves prioritize when choosing the content they watch.



Graph 11: In your opinion, how important is it that your child watches content which include: (Parents)

The first graph shows that parents overwhelmingly consider it important that their children watch media content that includes children of a similar age to their children, and also that it is important that they watch content that includes children who are in any way different from their children, which undoubtedly contributes to their education and understanding of diversity.

However, children do not share their parents' views on this issue, and to a much lesser extent they consider it important to watch content that includes their peers, or their peers who are different from them. The data is presented in the following graph.

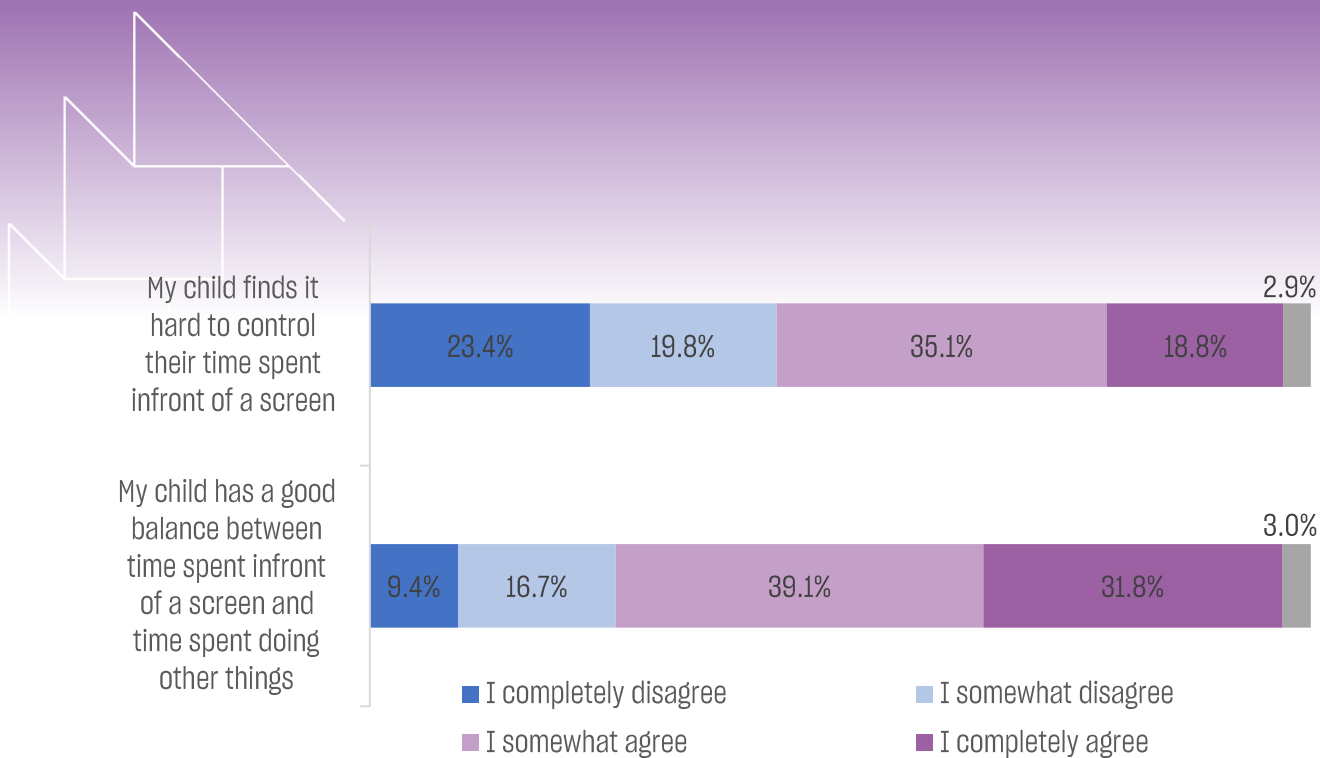


Graph 12: How important is it for you to watch content which includes: (Children)

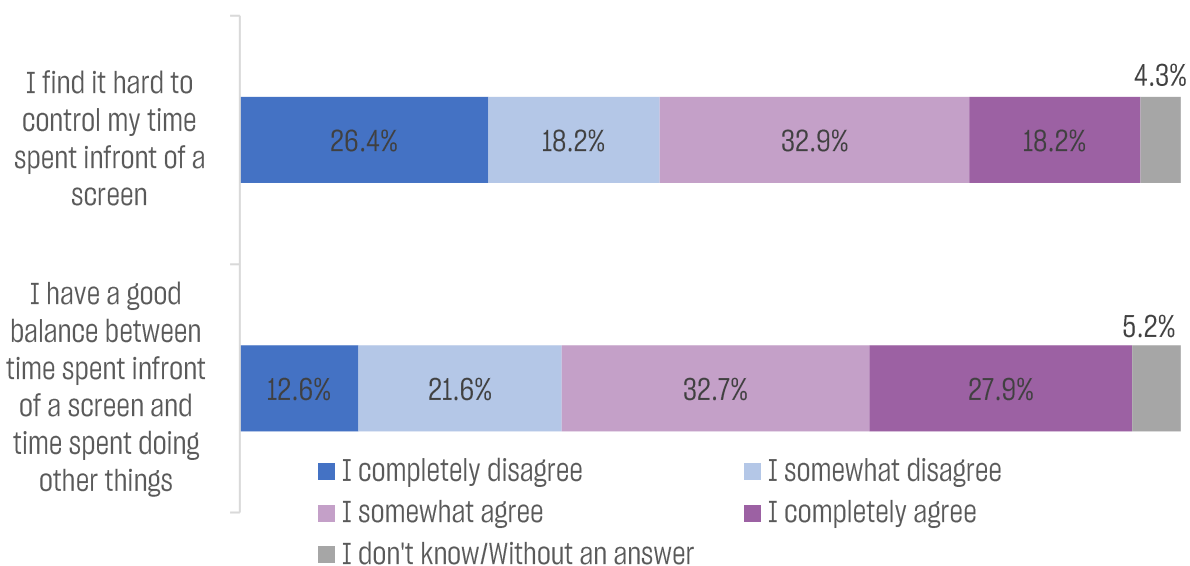
We see a slightly higher degree of agreement between parents and children in their answers in agreement with the following positions:

- My child has a hard time controlling his screen time / It is very difficult for me to control my screen time
- My child has a good balance between screen time and other things / I have a good balance between screen time and other things

The data is shown in the following graph.



Graph 13: Do you agree with the following? (Parents)



Graph 14: Do you agree with the following? (Children)

At the end of this section, it is important to note that parents have many objections to the contents that are available to children today and that are part of children's programs in the media. We asked them whether and to what extent they agree with the following statements about media content made for children.



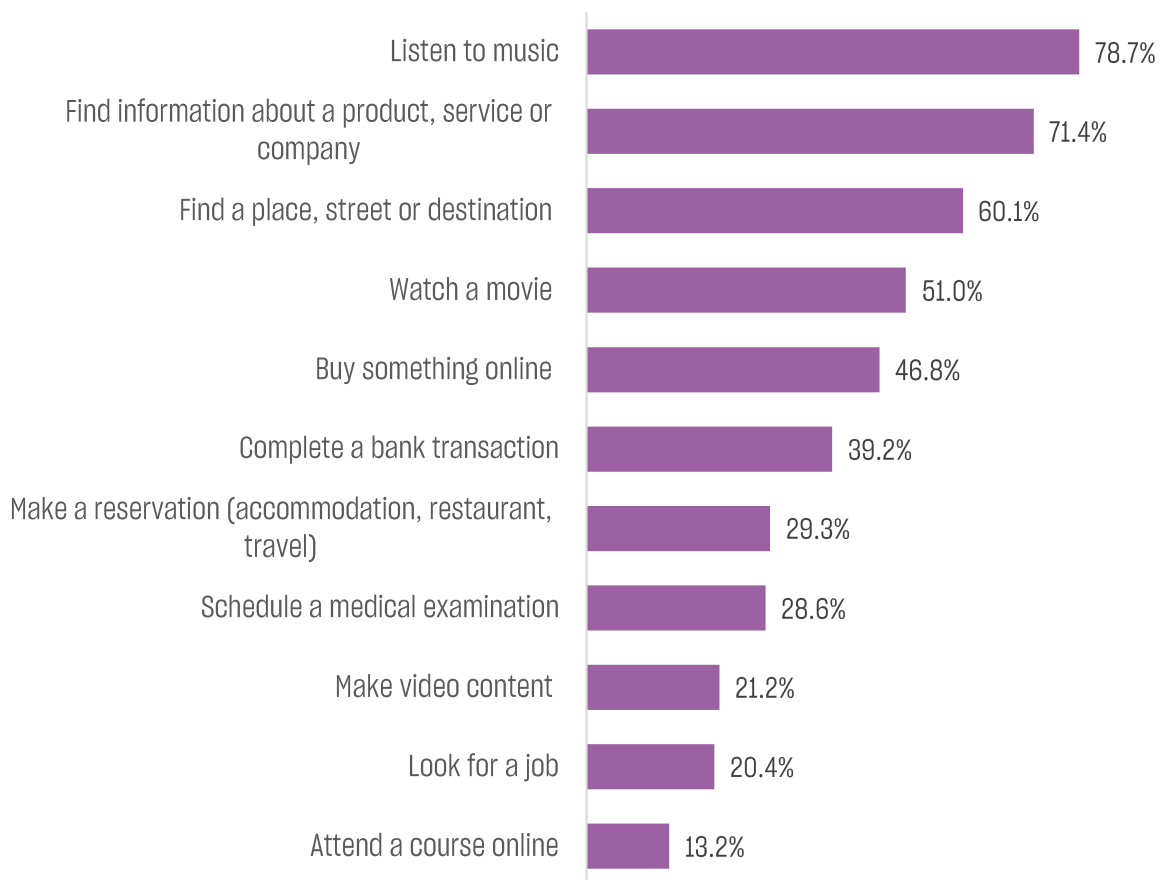
Graph 15: Do you believe that media content made for children... (Parents)

The vast majority of parents agree that media content created for children has numerous lackings, from the fact that they promote violence, or stereotypes about women and the role of women in society and the family, emphasizing the role of men as superheroes, and that such content actually promotes gender inequality.

Internet

For years, the internet has become an almost irreplaceable part of everyone's everyday life, and it is difficult to imagine the time spent without access to the Internet, primarily because most of the communication between people today takes place online. That is why in the research, a whole segment of questions is dedicated only to this topic.

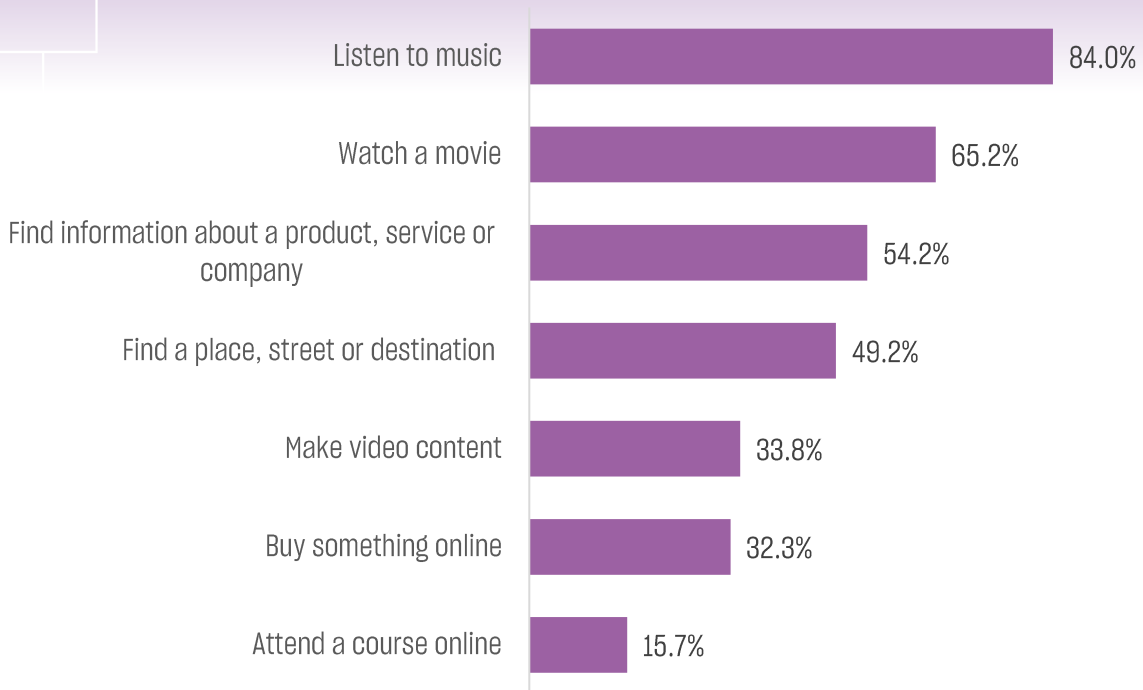
Firstly, it is important to know how parents and children use the internet today. When it comes to parents, as we can see in the following graph, almost 80% of those have used the internet to listen to music, 71.4% have used it to find information about a product, service or company. Detailed data is shown in the following graph.



Graph 16: Have you used the internet in the last 30 days to: (Parents)

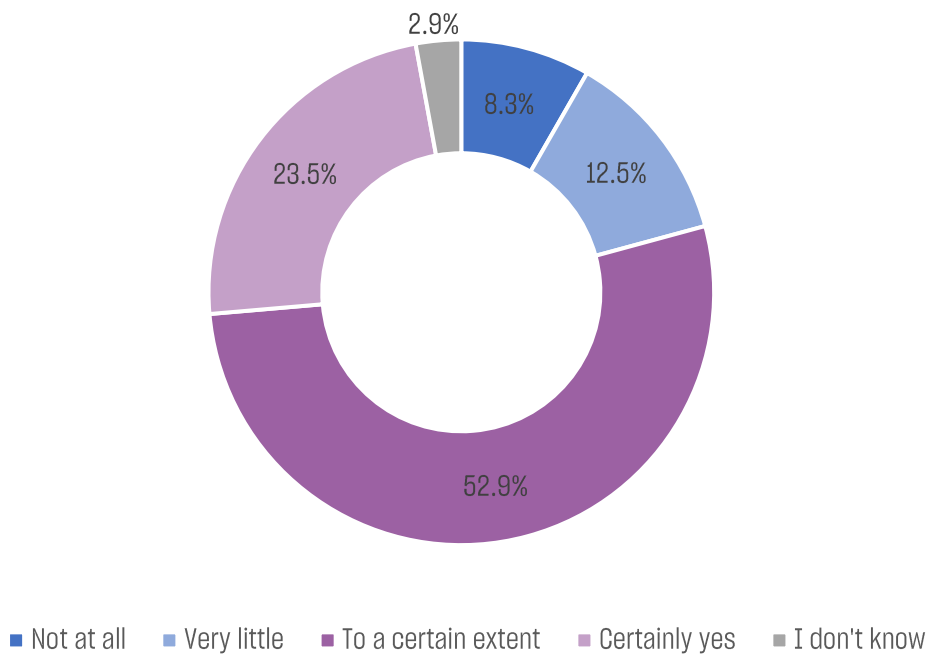
Every second parent has watched a movie on the internet in the previous 30 days, and internet shopping is also very common among this group, as almost every second parent says that they have made a purchase via the internet in the previous 30 days.

Children, on the other hand, have somewhat similar habits. Just like their parents, they mostly listen to music online. As many as 84% of children say that they listened to music over the internet in the previous 30 days.

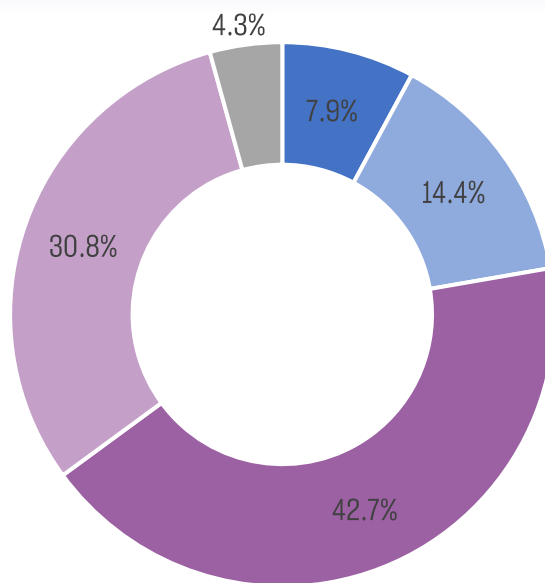


Graph 17: Have you used the internet in the last 30 days to: (Children)

Both groups dominantly think that digital devices can positively affect their lives, as shown in the following graphs.



Graph 18: Do you believe that digital devices can positively affect your life? (Parents)



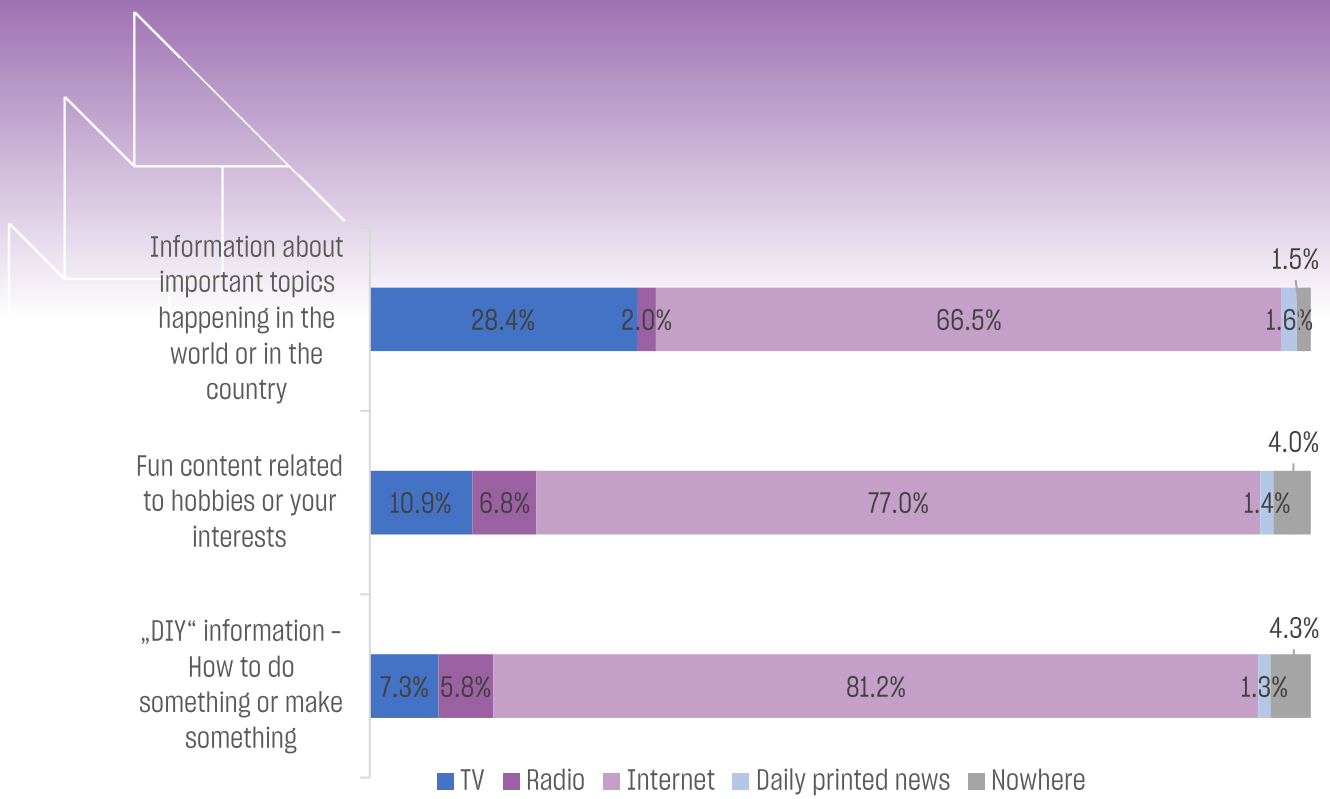
■ Not at all ■ Very little ■ To a certain extent ■ Certainly yes ■ I don't know

Graph 19: Do you believe that digital devices can positively affect your life? (Children)

For both groups, the data shows that more than three quarters of respondents, both parents and children, say that the internet can have a positive effect on their lives to a certain extent or certainly.

To some extent this data also calls for some concern. The internet has become such a common part of everyday life that children often use the internet without too much consideration, and without considering that in addition to the undoubtedly positive things it provides, it can also have a negative impact on life, especially for children. It is something that both parents and children should undoubtedly pay more attention to.

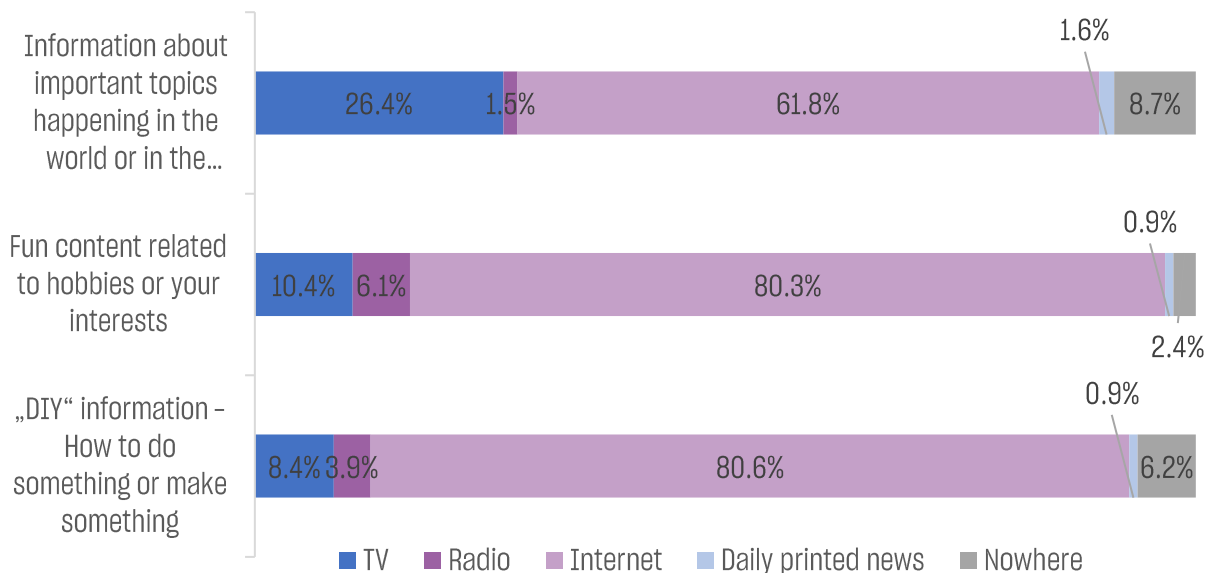
The following data show how indispensable the internet is in everyone's everyday life. We asked both parents and children, in situations where they needed certain data/certain information, where they would look for such information. The vast majority, both parents and children, say that they would look for such information on the internet.



Graph 20: Where would you first look for the following information if you needed it...? (Parents)

Only for information about important things happening in the world or the country, 28.4% of parents would look for such information on television, with 66.5% looking for such information first on the internet. The difference in favor of the internet is even greater for entertainment content and DIY information. Other media are almost not represented.

We see similar patterns in children.

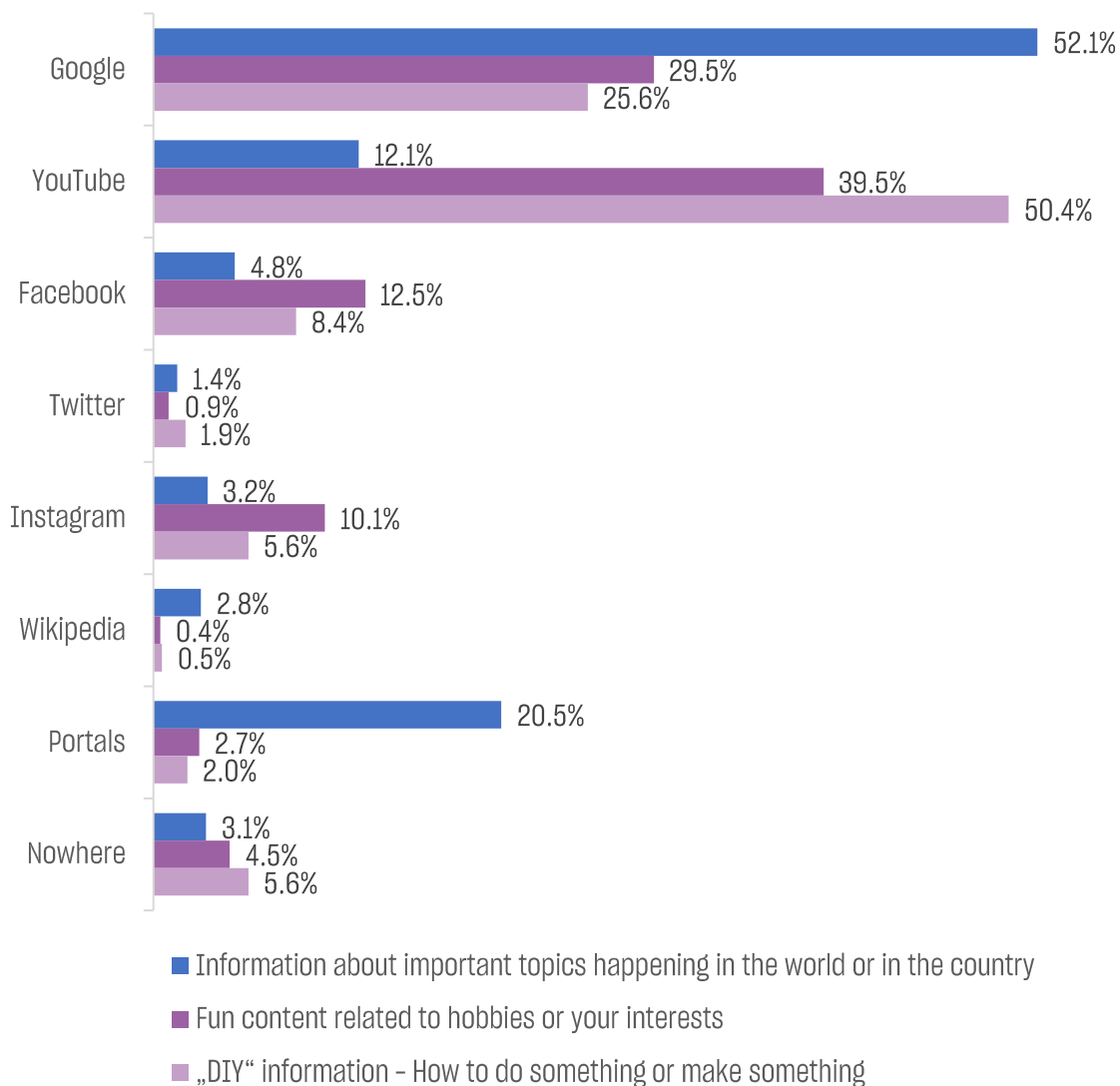


Graph 21: Where would you first look for the following information if you needed it...? (Children)

The undoubted dominance of the internet shows the necessity of a better understanding of the use of this medium, both by parents and especially by children. Therefore, special attention will be paid to the internet, in addition to so-called traditional media, in the next segment of the report on understanding the media.

Understanding the media

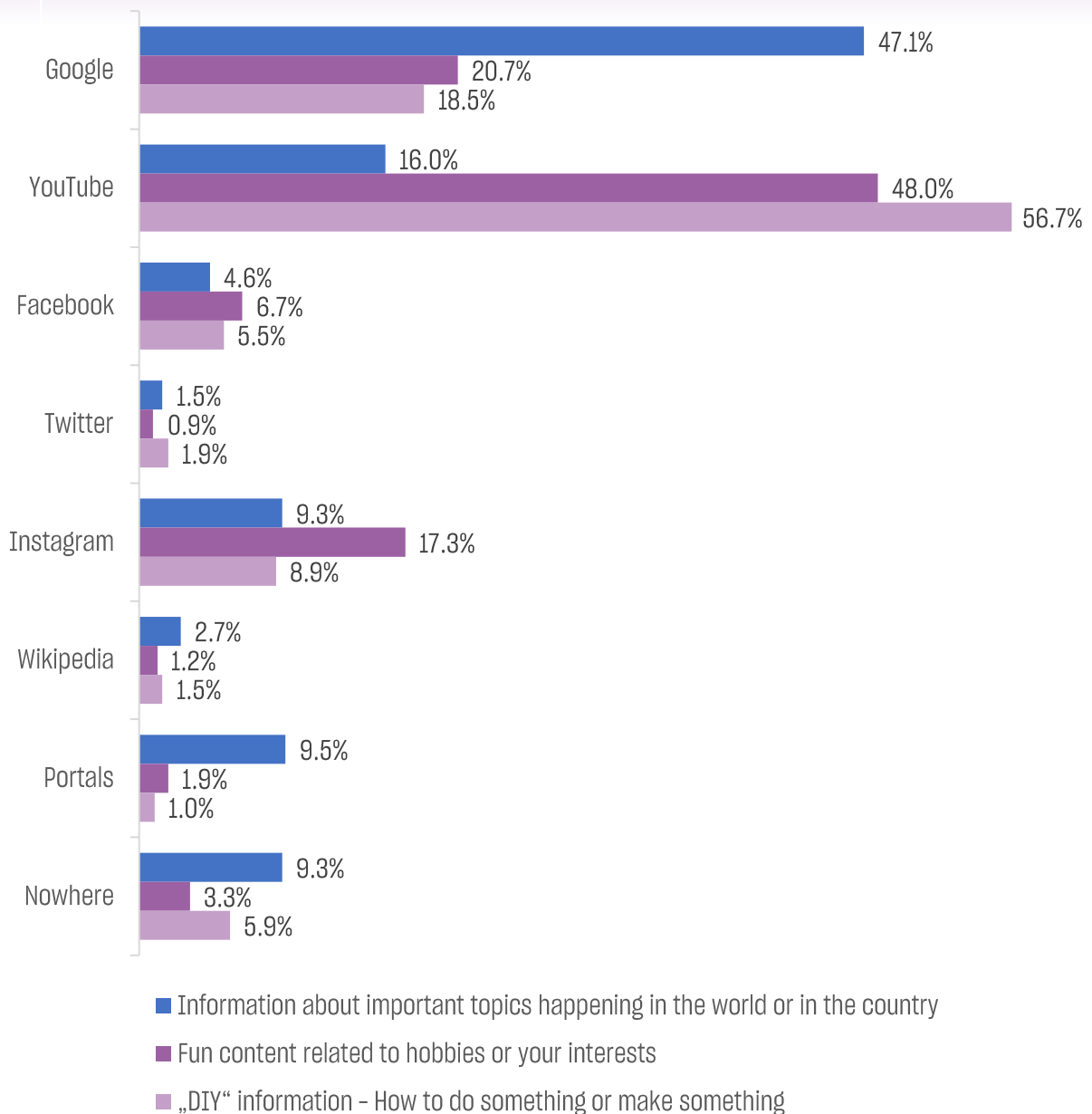
For a better understanding of the services available via the internet, as one of the basic sources of information in everyday information, we asked the respondents where specifically on the internet they find information about important events in the country and the world, or entertaining content or "do-it-yourself" information. The question was asked to all respondents, both parents and children. The focus is on the web pages on the internet where it is possible to find this information.



Graph 22: If you were to search the Internet for accurate and reliable information in the following areas, where would you first look for such information: (Parents)

Google is the main source of information on the internet for all the important events that parents want to know about. YouTube, on the other hand, is the dominant source for DIY information, and every other parent relies on YouTube for this type of information. YouTube is also the most present in the entertainment content category and most parents find entertainment there. In addition, parents often use portals, every fifth parent finds information about important things happening in the country and the world on portals.

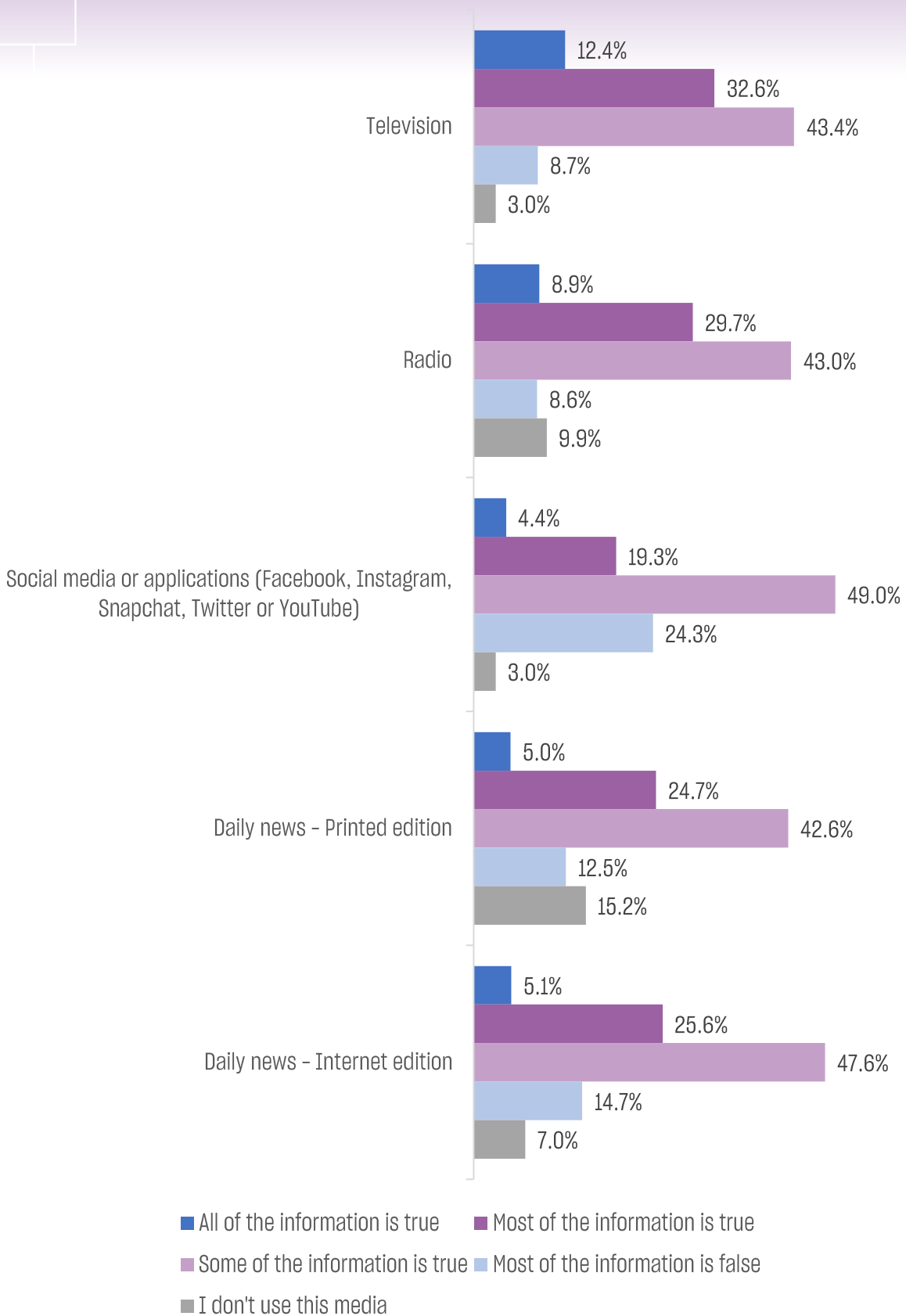
We find an almost identical pattern in the data for children



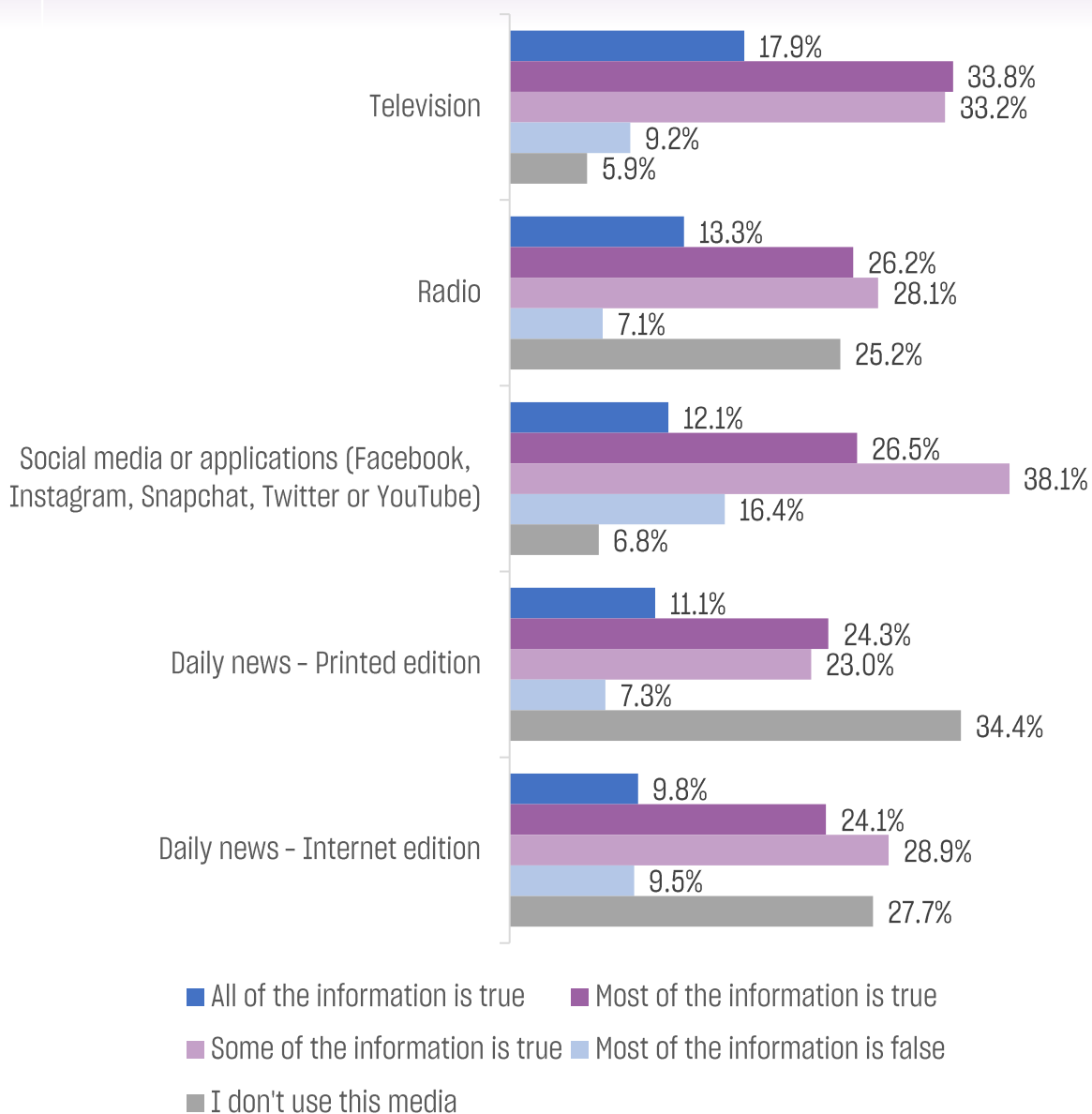
Graph 23: If you were to search the Internet for accurate and reliable information in the following areas, where would you first look for such information: (Children)

Just like parents, children also most often find information about important things happening in the country and the world on Google. And for children, YouTube is the most important source when it comes to fun content or DIY information.

Even though they use the internet the most out of all sources of information, both parents and children think that the internet is the least reliable source, and that information from the internet can be trusted to the smallest extent. The following graphs show the extent to which parents and children believe that the information they learn from the following sources of information is true.



Graph 24: Do you believe the information you get from the following sources: (Parents)

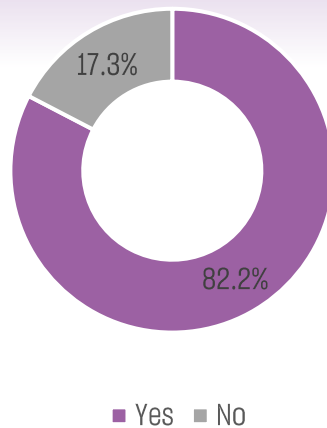


Graph 25: Do you believe the information you get from the following sources: (Children)

Children are significantly more likely than their parents to think that all the information they receive through some media is correct, which is potentially very problematic. As many as 17.9% of children think that all the information they get through television is accurate, and as many as 12.1% say that all the information they get through social networks is accurate. Given that we live in an age of incredible proliferation of fake news, this potentially represents an extremely large problem for the entire society, as young people, and especially children, are easy prey for the creators and spreaders of fake news.

The phenomenon of fake news is the next important topic of this research. Questions related to this global phenomenon, which has not bypassed Montenegro either, were asked to parents and children.

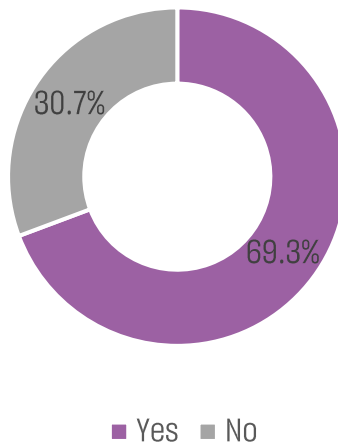
First, we asked all respondents if they had heard of fake news.



Graph 26: Have you ever heard of the term "fake news"? (Parents)

The vast majority of parents have heard of the concept of fake news, as many as 82.2%. Nevertheless, considering how much this phenomenon is present under that name in the media, how much is said about the problems associated with fake news, it is surprising that as many as 17.3% of respondents say that they have not heard of fake news.

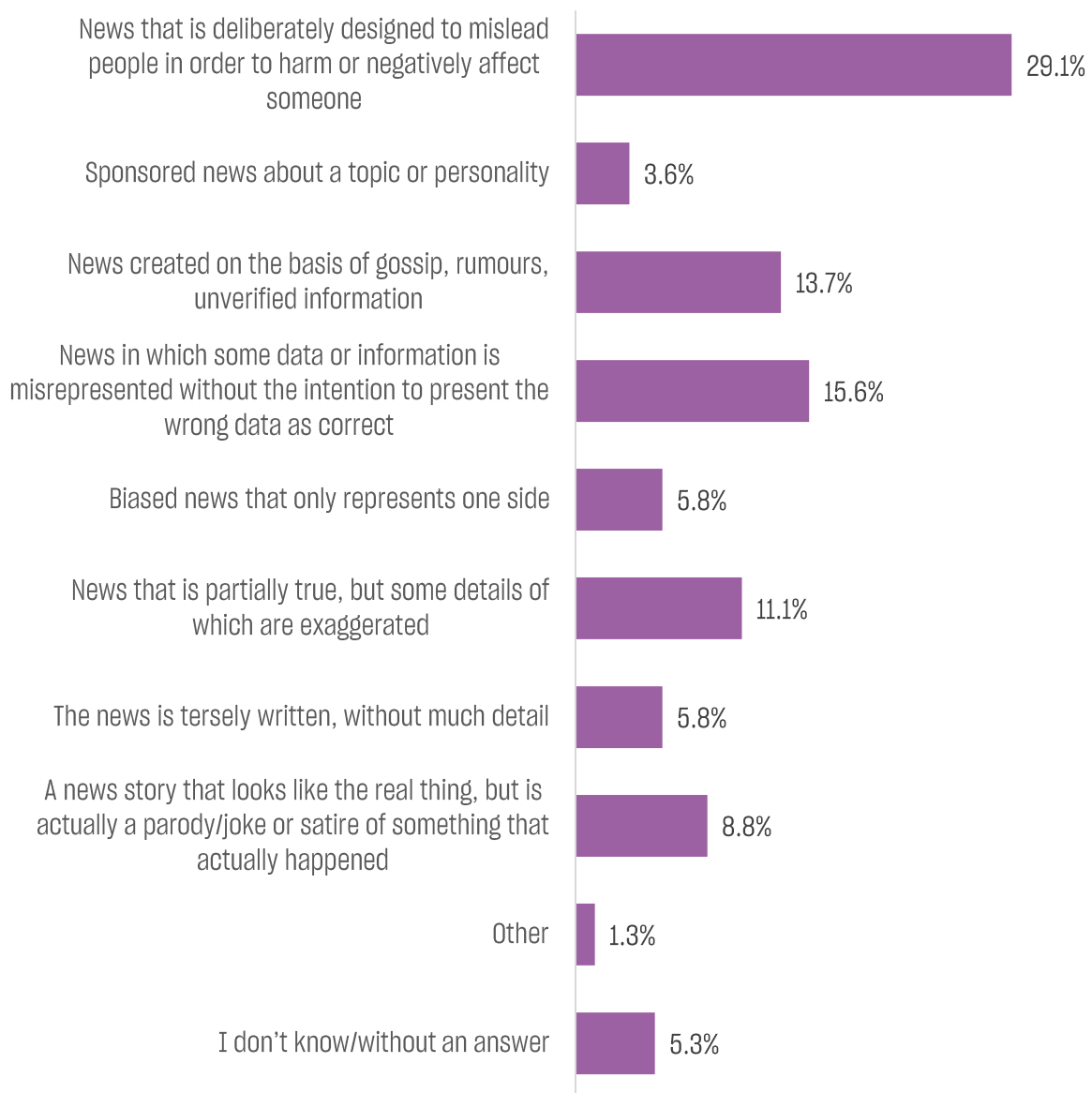
The problem is even greater when we ask the same question to children.



Graph 27: Have you ever heard of the term "fake news"? (Children)

Almost every third child in our sample says that they have not heard of the term fake news. The previously mentioned reasons call for high concern. Children who are not even aware that fake news exists can be the easiest targets of such news of the efforts of those who create and distribute fake news. Children are in the stage of forming their views about society, and it would be extremely dangerous for them to form these views dominantly under the influence of fake news, especially if they themselves are not aware that such a thing exists, or are not able to distinguish what is fake news and what is not.

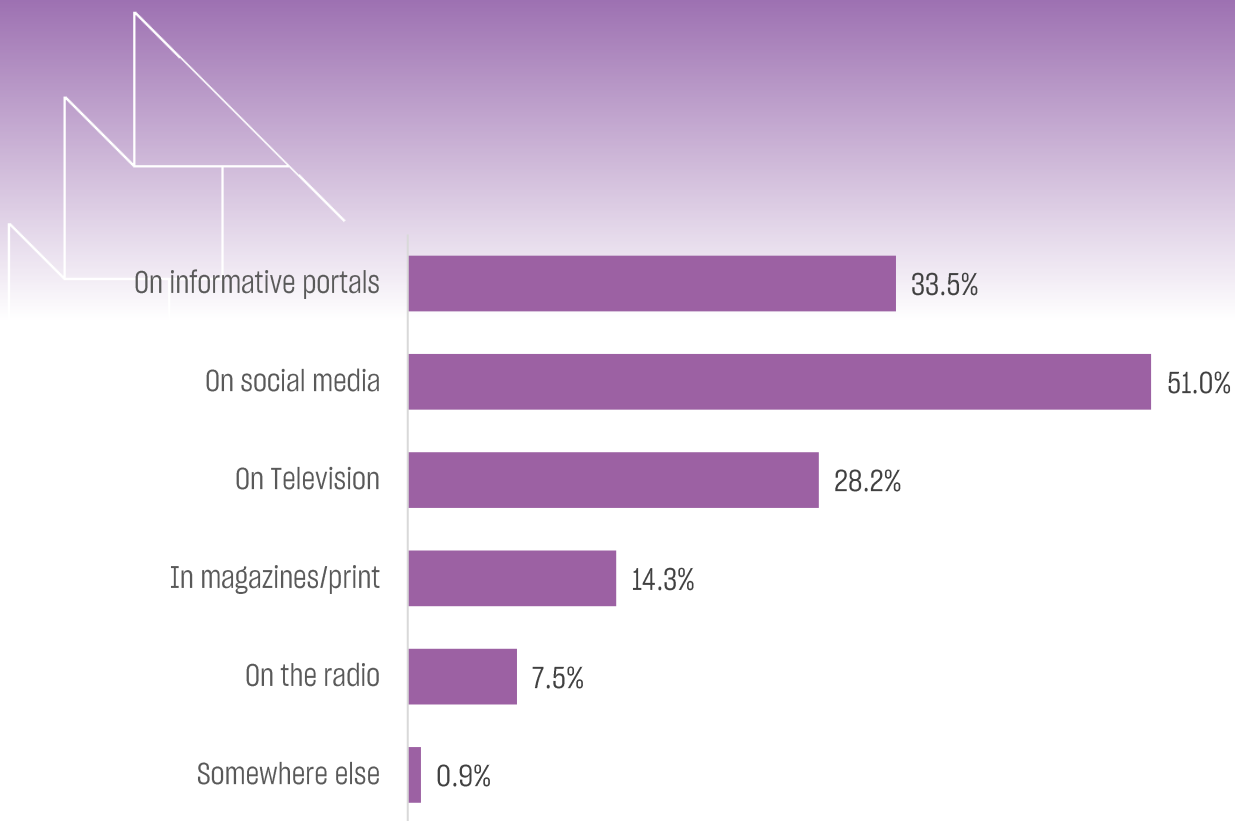
Precisely in order to see if children, even though they have heard, actually know what fake news is, we asked all those who say they have heard it if they know what fake news is. The data is shown in the following graph.



Graph 28: In your opinion, what are "fake news"? (Children)

According to this data, we see a great need for additional education on the issue of fake news, given that there is considerable confusion among children regarding fake news, as we can see from the previous graph. In addition, it should be kept in mind that the children answered this question with the answers offered, which certainly made the task before them easier.

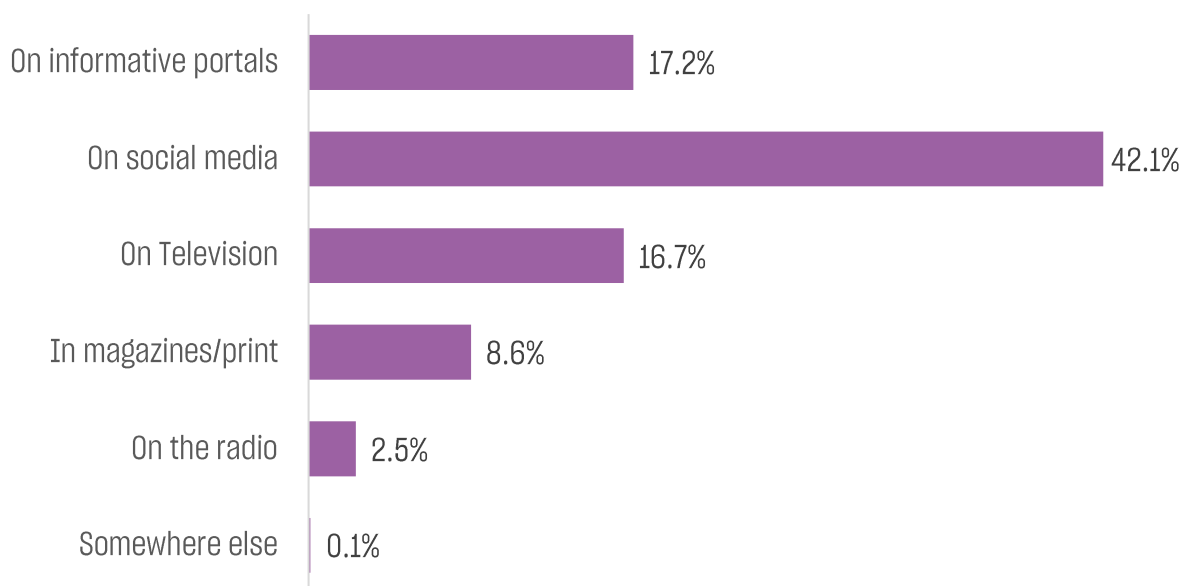
Both parents and children saw the most fake news on social media networks.



Graph 29: Where have you notice "fake news"? (Parents)

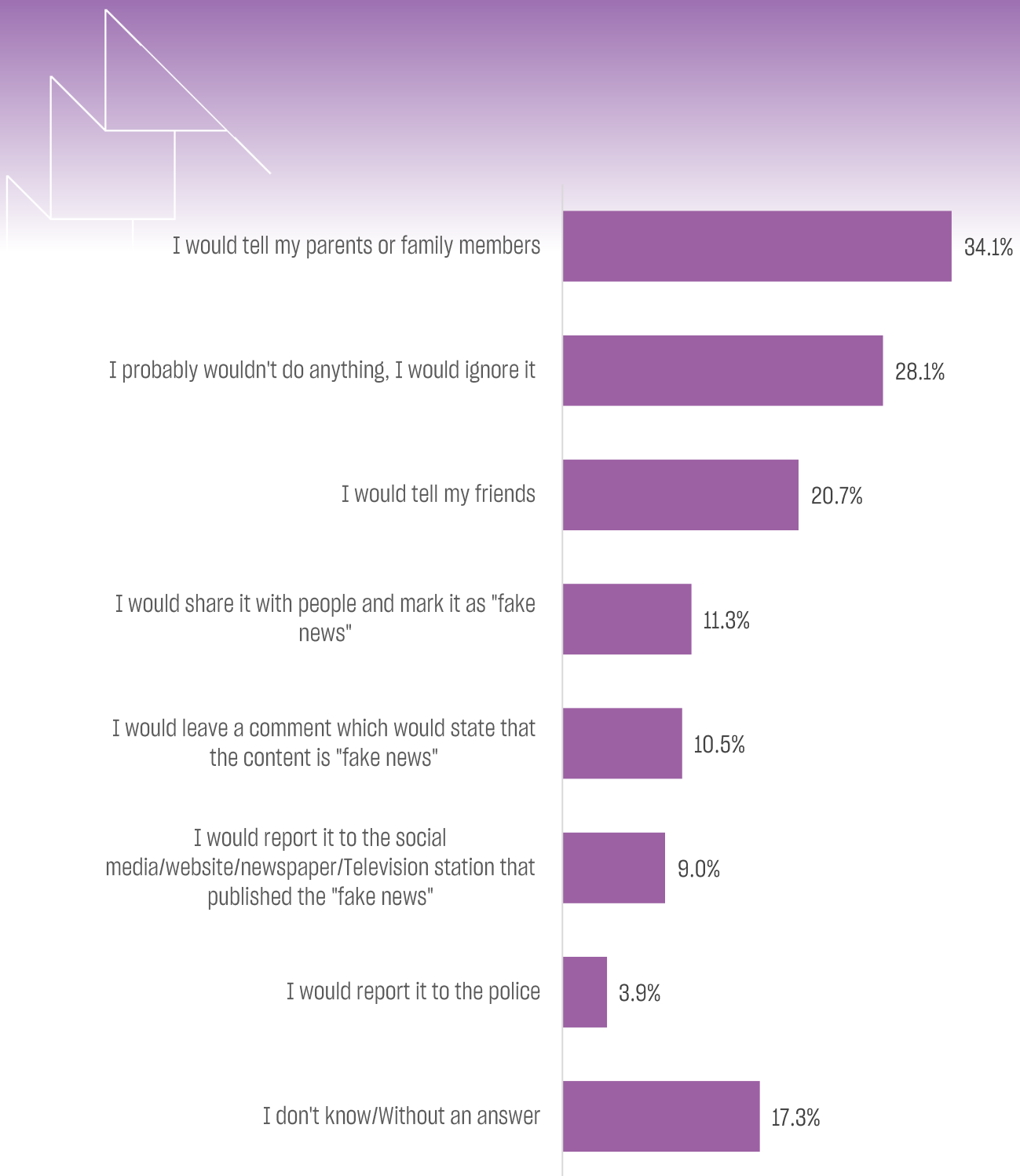
Every other parent says that they have seen fake news on social media networks. In addition, one in three says that they noticed it on news portals.

For children, these percentages are slightly lower, but the order is identical.



Graph 30: Where have you notice "fake news"? (Children)

In addition to recognizing fake news, it is important for children to react correctly in these situations. That's why we asked them what they do when they see fake news.



Graph 31: If you were in a situation to notice "fake news", which of the following would you do? (Children)

Every third child says that if they see fake news, they would share it with their parents or family members, and this is the most common type of struggle for children when it comes to this issue. In addition, it is very worrying that almost a third of the children say that they would not take any action, and that they would just ignore it. Adding to that, 17.3% of those who do not know what they would do in that case should be added.

Parents are almost unanimous on the issue that media literacy should be strengthened in Montenegro, so that children are better prepared to face the problems caused by fake news.

The best way to fight fake news is to strengthen media literacy and the ability to critically evaluate all news



Internet browsers and social network owners should systematically check user comments and claims



Fake news is very dangerous because it spreads quickly over the internet and can influence people's opinion/public



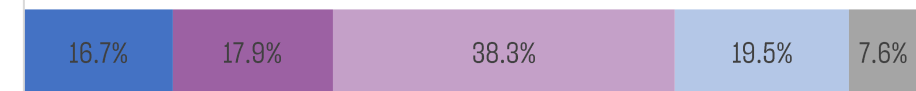
Fake news is intentionally created to discredit someone and to influence the public for the purposes of the author of the fake news



Stricter control of the use of the Internet is necessary, as are stricter laws and penalties for the authors of fake news



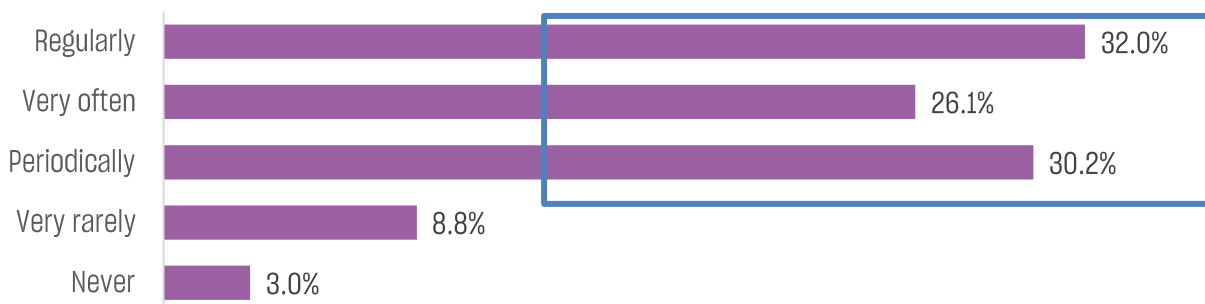
The Internet should be left as a free space where everyone can express their views and opinions without any censorship



Graph 32: Do you agree with the following statements? (Parents)

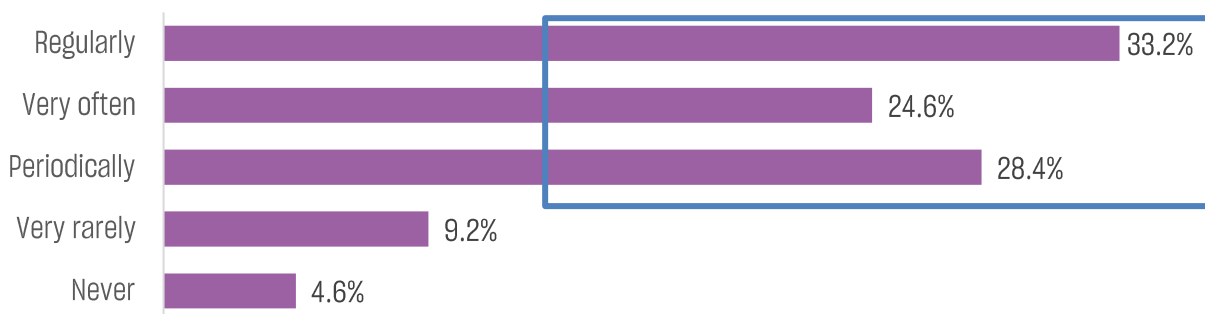
Experience and Risks

Exposing children to the media brings with it a variety of experiences as well as a certain amount of risk. One of the key points of this research is insight into the opinions of parents of children aged 4 to 17 regarding the protection of children from risks when using different sources of media content, as well as the opinions of children aged 9 to 17. This part of the research began with the question of whether parents ever gave information or advice to their child so that he would not be exposed to media content that is not appropriate for his/her age. The majority of parents, 88.3% of them, regularly, very often or occasionally give information or advice to their child.



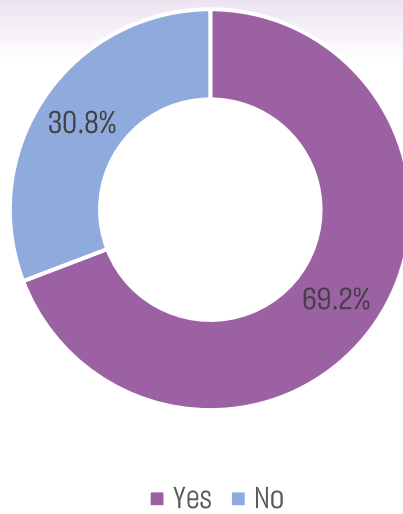
Graph 33: Do you ever give information or advice to your child so that they do not expose themselves to media content that is not appropriate for their age: (Parents)

Also, it is interesting to pay attention to the answers of children who were asked the same question, where 86.2% of children regularly, very often or occasionally receive information or advice from their parents on how to protect themselves from the influence of media content that is not appropriate for their age.



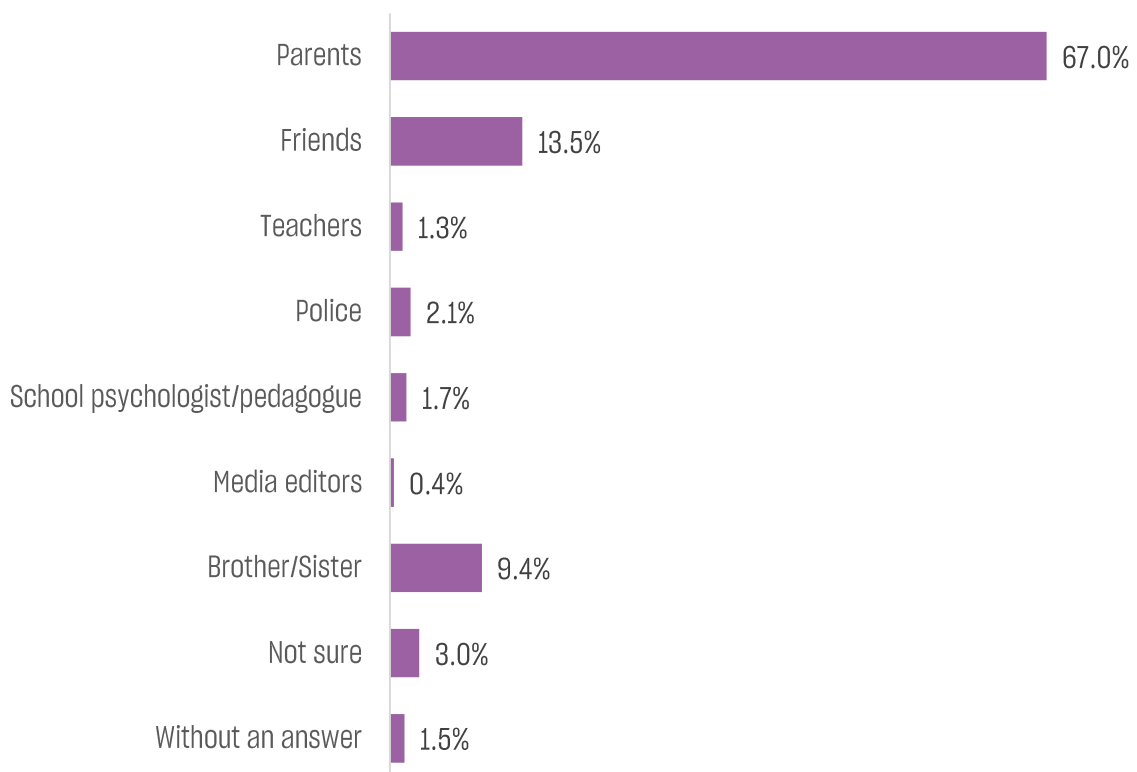
Graph 34: Have your parents ever given you information or advice on how to protect yourself from the influence of media content that is not appropriate for your age? (Children)

Of particular importance is examining whether children would turn to someone in case they see/hear/find out something that disturbs, worries them or just something that they do not like while watching TV, reading magazines, listening to the radio and/or spending time on the internet. Almost one third of the child respondents would not turn to anyone on that occasion, while almost two thirds answered affirmatively.



Graph 35: If you were, for example: watching TV, reading magazines, listening to the radio or being on the Internet, and if you saw/heard/learned something that upsets you, worries you or something you don't like, would you turn to someone in that instance? (Children)

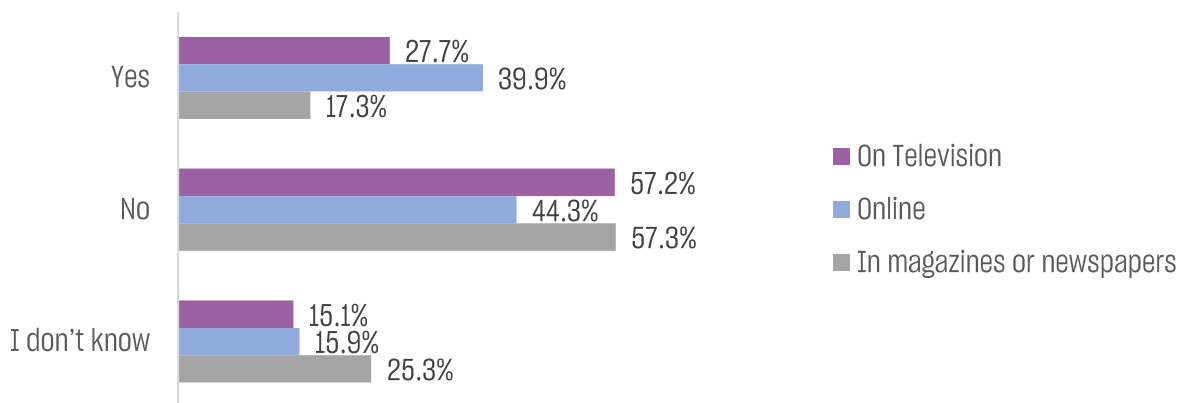
Of the 69.2% of children who answered affirmatively that they would turn to someone in case they see/hear/find out something that upsets them or worries them while following various media, additionally were asked whom they would turn to first.



Graph 36: To whom would you turn to? N=467 (Children)

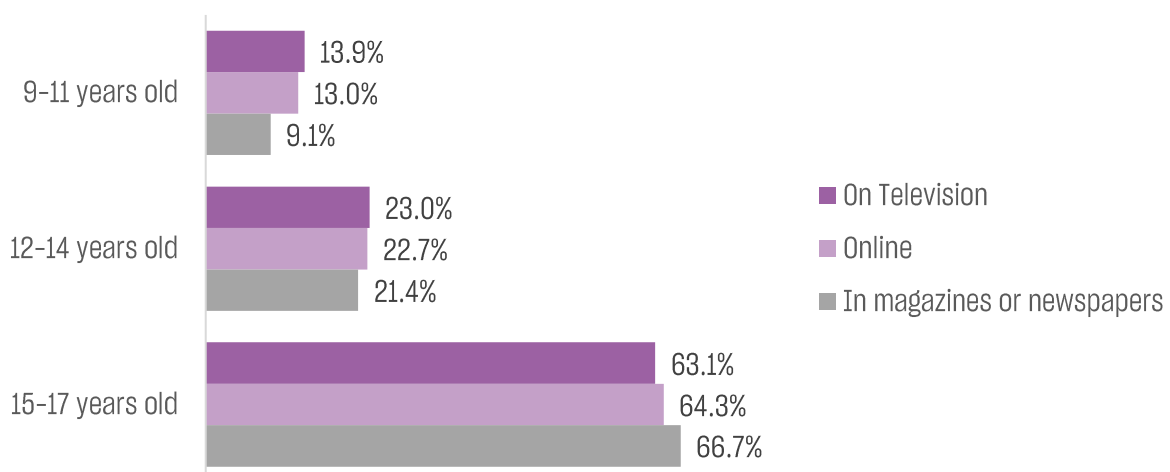
From the above-mentioned graph, it can be concluded that more than half of the children turned to their parents for support in the event that something upsets them or worries them while spending time consuming media.

In the past 12 months, 39.9% of children noticed some disturbing media content that was not appropriate for their age. Additionally, it is important to note that this question represents a self-assessment by children to recognize what makes some media content inappropriate for their age.



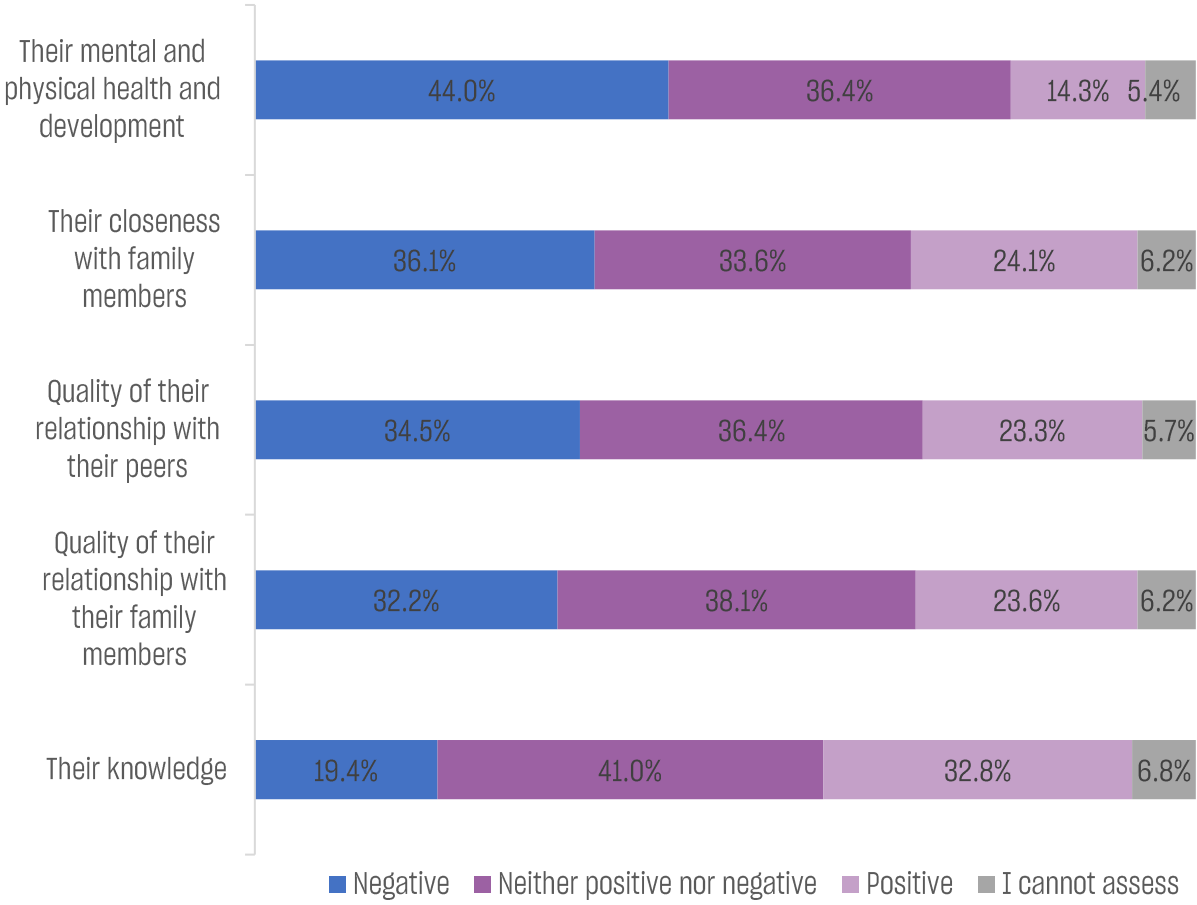
Graph 37: In the past 12 months, have you noticed any disturbing media content that was not appropriate for your age? (Children)

While there is no statistically significant difference between male and female children, a statistically significant difference was observed between the age group of respondents. Children aged 15-17 years old notice to a greater extent disturbing media content that is not adequate for their age. One possible explanation could be that older children are more aware of their environment and what makes some media content inappropriate for their age.



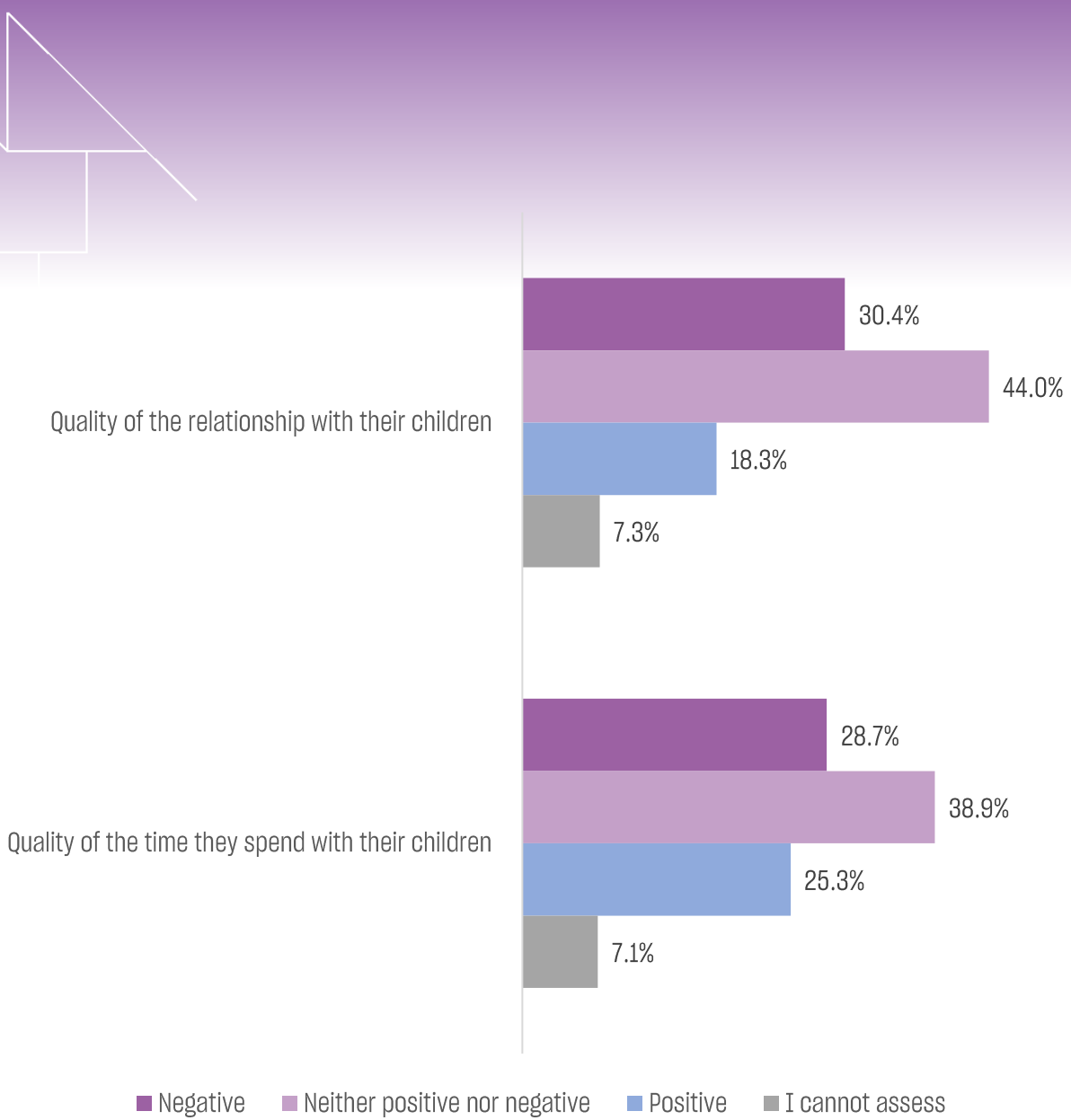
Graph 38: In the past 12 months, have you noticed any disturbing media content that was not appropriate for your age? By the age group (Children)

We analyzed the opinion of parents on the impact of the time that children spend accessing available content, especially through TV and mobile devices, on the following aspects of their lives; their mental and physical health and development, their closeness with family members, the quality of their relationships with peers, the quality of their relationships with family members and their level of knowledge. Parents believe that the impact of the time children spend accessing content available through the media is more negative than positive. In all aspects of their lives, there is an opinion that the time that children spend accessing available content has a more negative impact, except when it comes to the impact on the child's knowledge base, where the opinion is more positive.



Graph 39: In your opinion, what is the impact of the time that children spend accessing available content, especially through TV and mobile devices, on: (Parents)

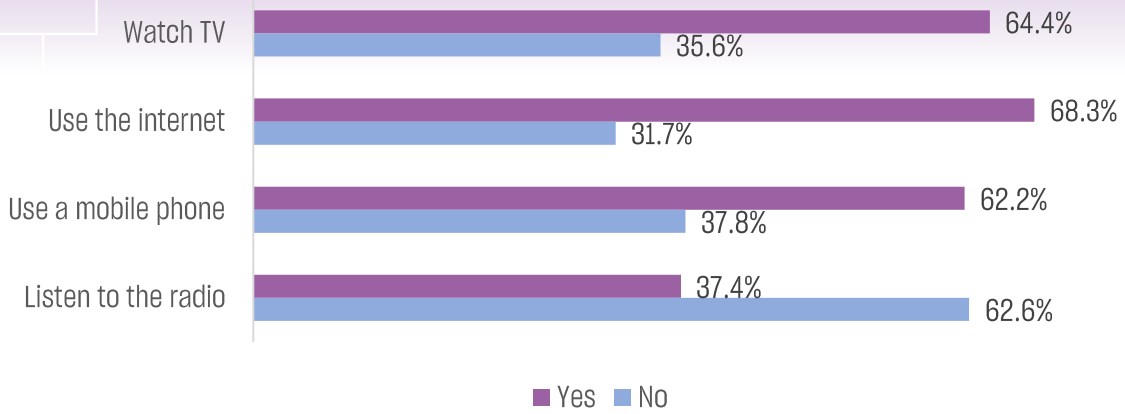
Additionally, we asked parents about the impact of the time they themselves spend accessing available content, especially through TV and mobile devices, on the following aspects of their lives; the quality of the relationship with their children and the quality of the time they spend with their children. The results show that parents think that the time they spend accessing available content through the media is generally more negative.



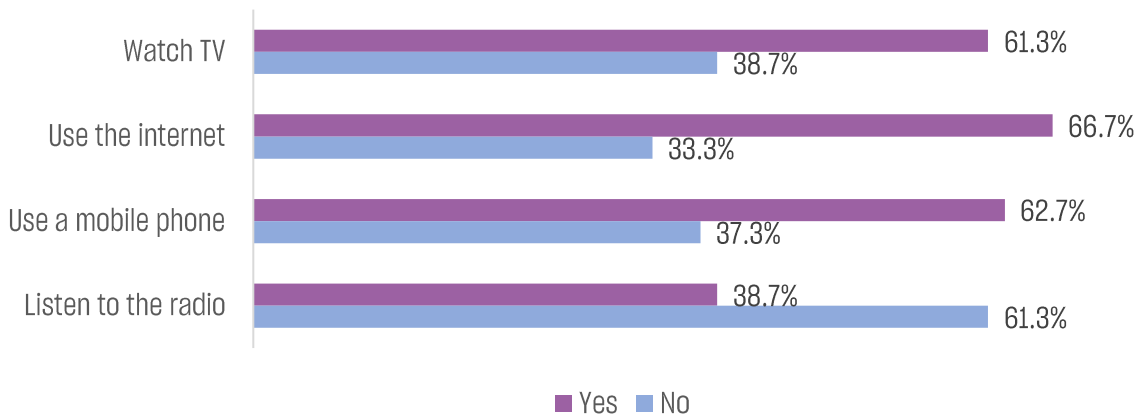
Graph 40: In your opinion, what is the impact of the time parents spend accessing available content, especially through TV and mobile devices, on: (Parents)

Measures of parental control over the use of media accessible devices in general and the internet

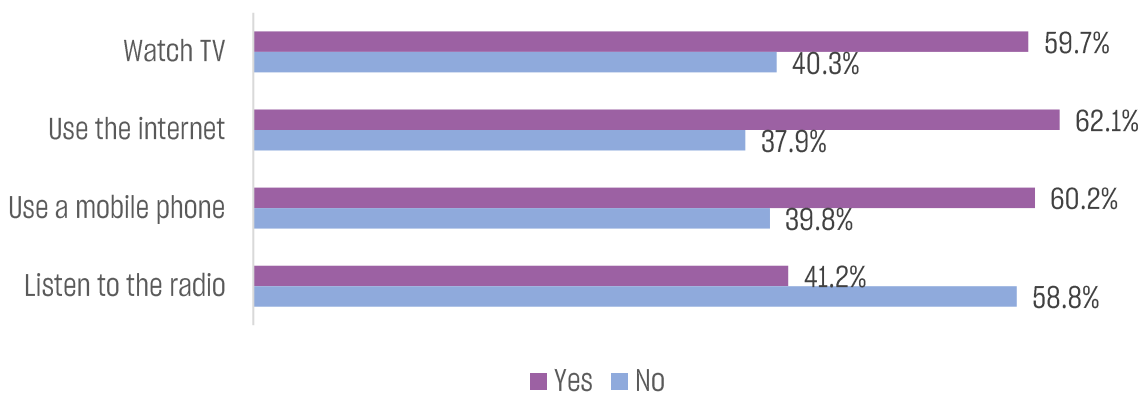
This research has also covered the topic of parental control of media use through various questions about what parents practice when it comes to the use of media accessible devices in general and the internet by their children. We examined whether there are restrictions regarding the content that the child can follow, as well as the length of time the child spends with certain media and restrictions regarding the part of the day when the child uses certain media. Additionally, we investigated what the habits are in terms of talking about what the child is watching while using certain media and whether the parents stay near where the child consumes media and whether they check what he/she is watching. The following graphs show that almost two-thirds of parents have the habit of monitoring and restricting their children when it comes to watching TV and using the internet and mobile phones.



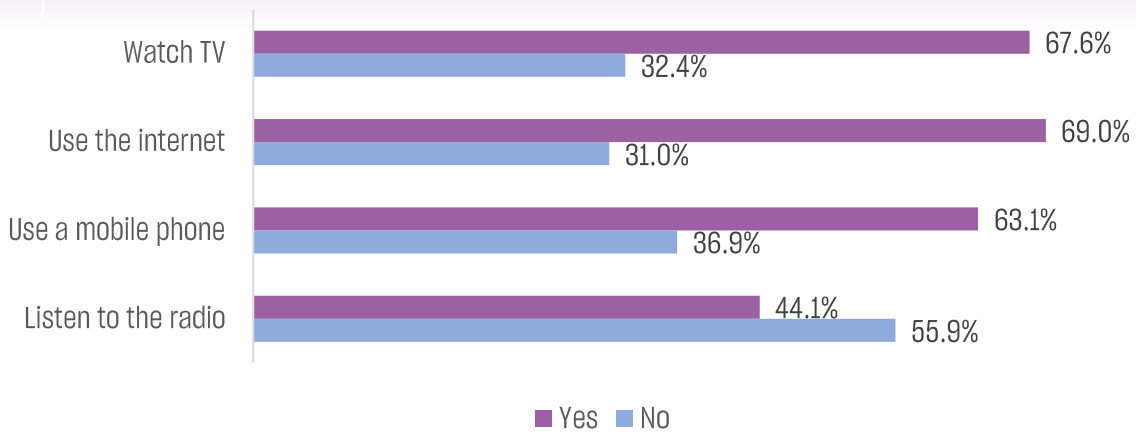
Graph 41: Limiting what content a child can watch while they...



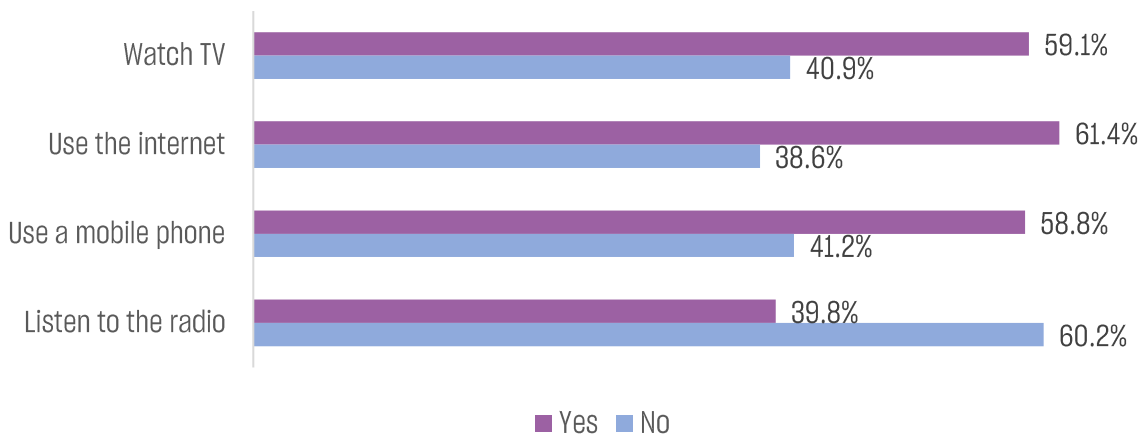
Graph 42: Limiting the amount of time a child spends while they...



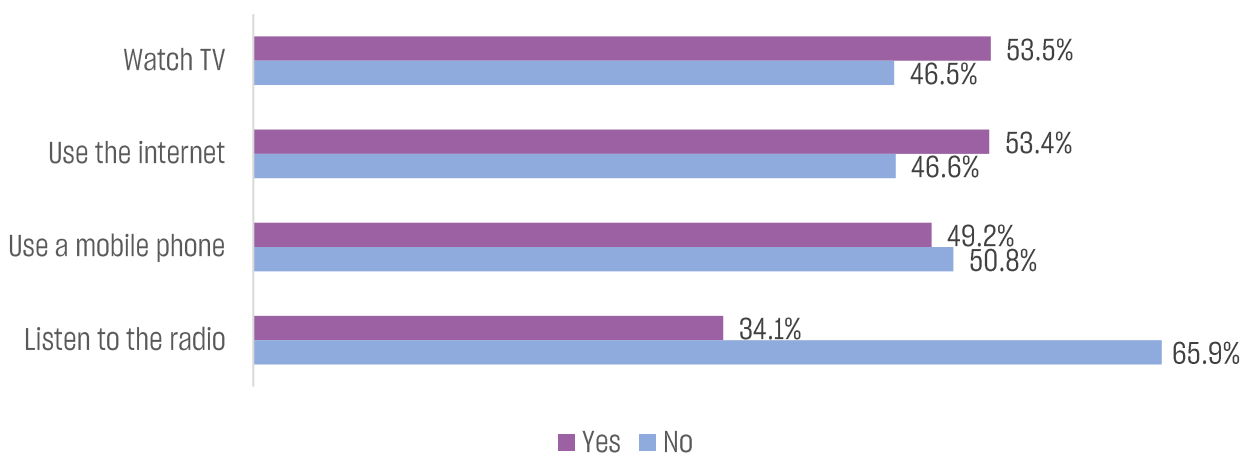
Graph 43: Limiting the part of the day when the child can...



Graph 44: Having a conversation on the topic of what they are consuming while they...

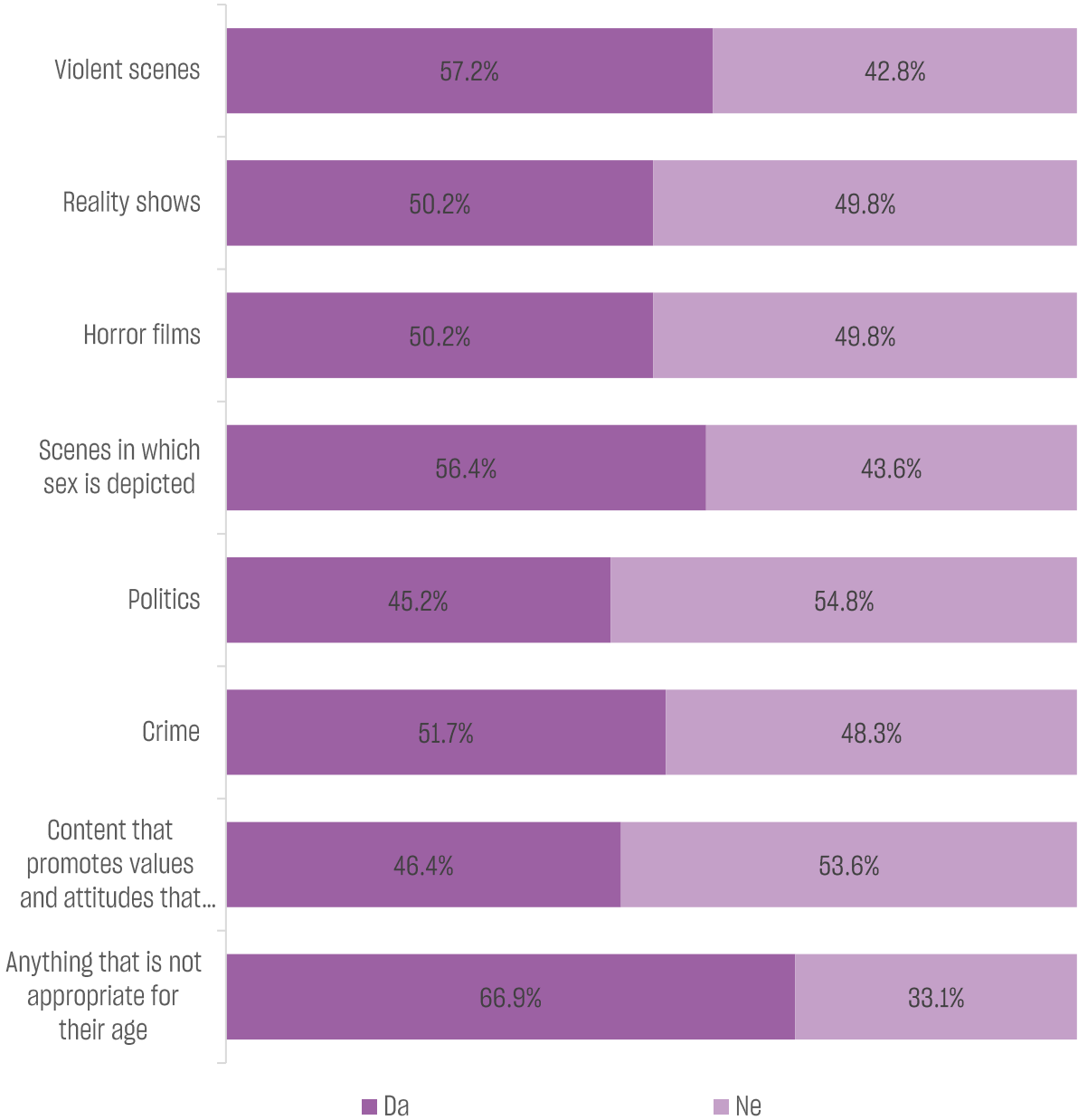


Graph 45: Staying close to where the child is and checking what they are following while they...



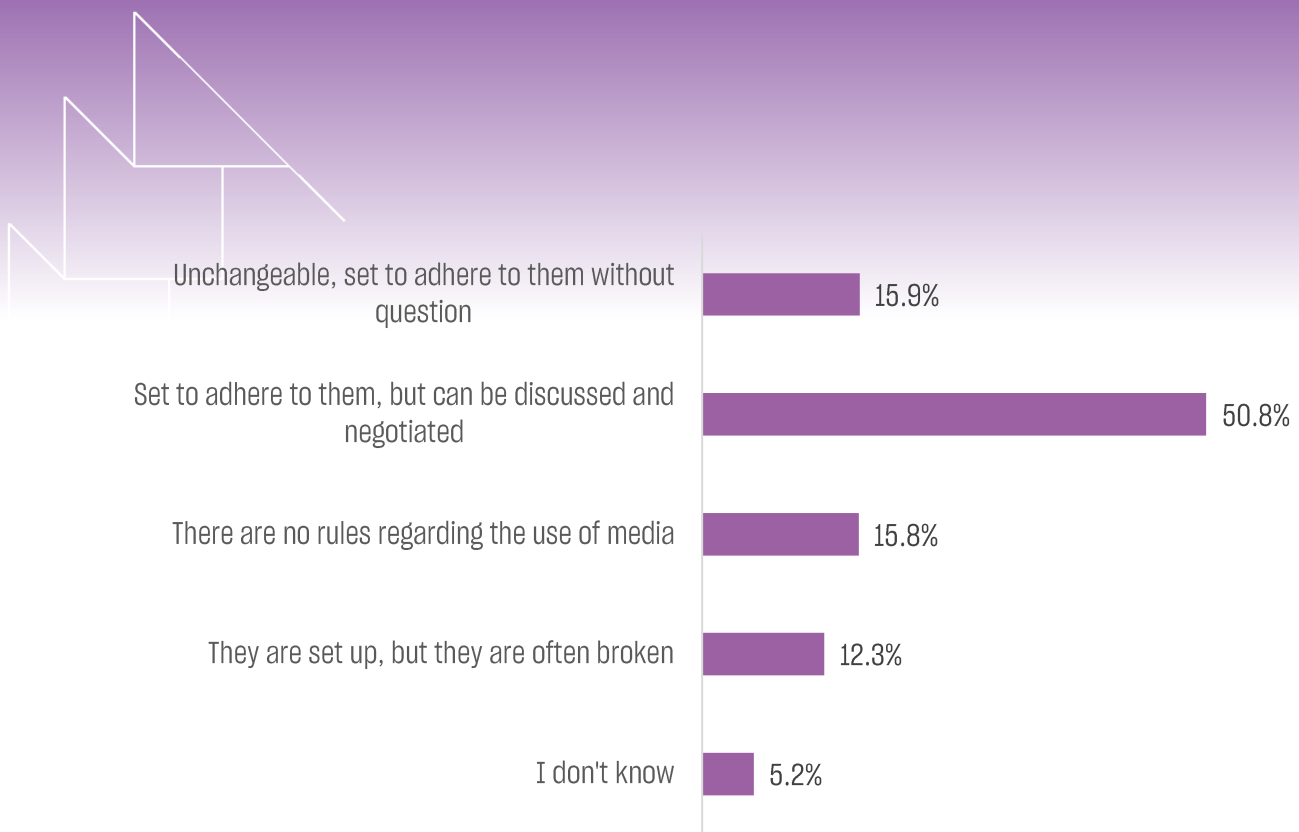
Graph 46: Sitting in the same room or staying with the child while they...

The opinion of parents when it comes to what kind of TV content they do not allow their child to watch is divided almost in half. The DeFacto team would point out that the two categories towards which parents had a little more animosity. Those categories are; scenes of violence (57.2% of parents do not allow their children to watch such scenes) and scenes of sex (56.4% of parents do not allow their children to watch such scenes).



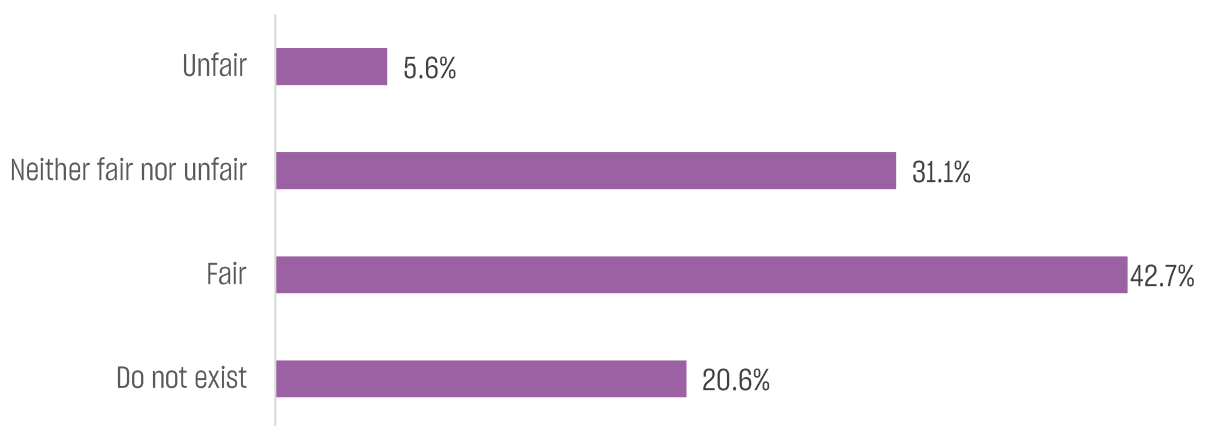
Graph 47: What types of TV content do you not allow your child to watch? (Parents)

Parents are generally of the opinion that the rules and restrictions they set for their child regarding the use of media are set to be followed, but they can be discussed and negotiated (50.8% of parents).



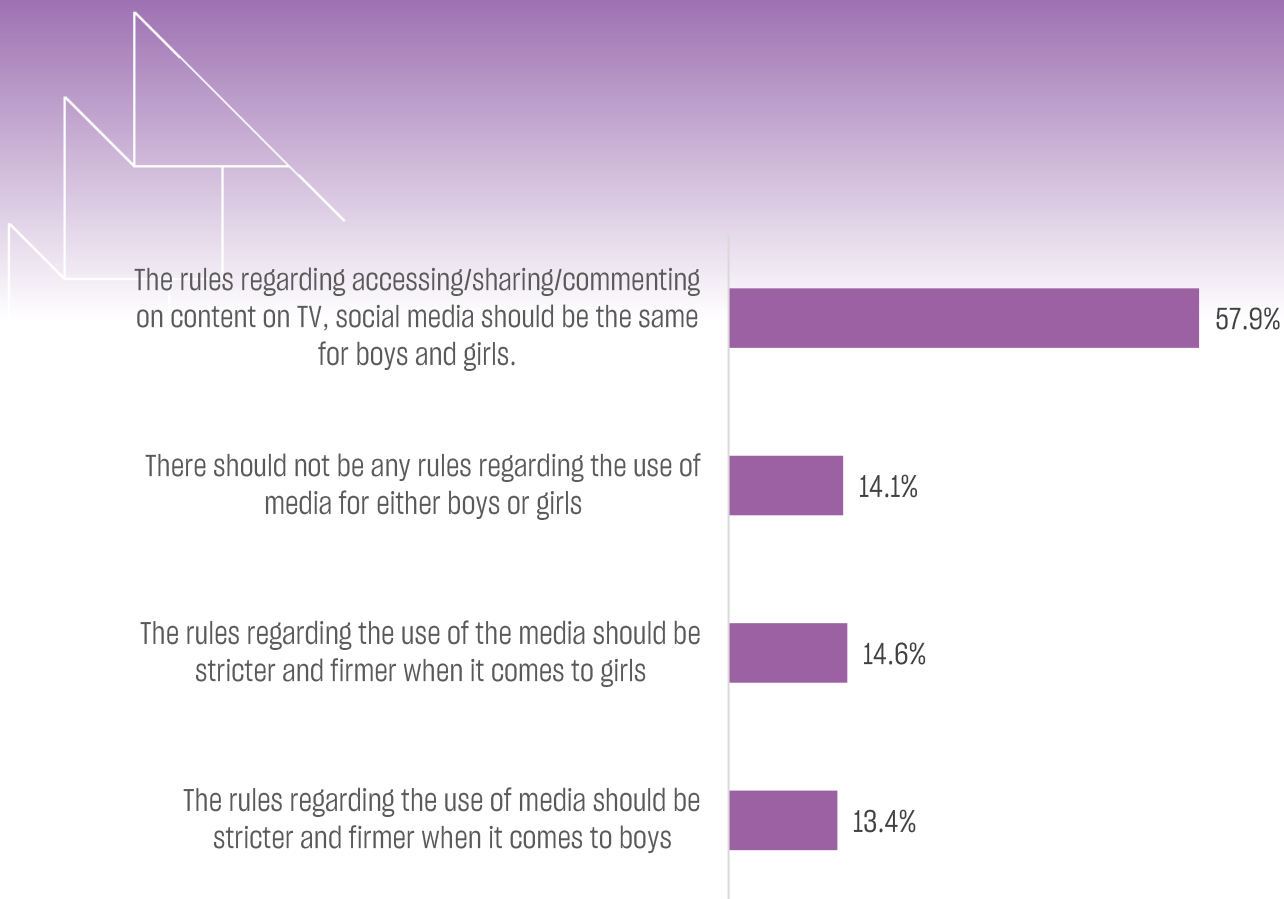
Graph 48: When you think about the rules and restrictions you set for your child regarding media use, would you say they are? (Parents)

We also asked the children whether they think the rules and restrictions set by their parents are unfair, neither unfair nor fair, fair or non-existent. As can be seen from the presented graph, 42.7% of children think that the rules and restrictions are fair, and only 5.6% think that they are unfair.



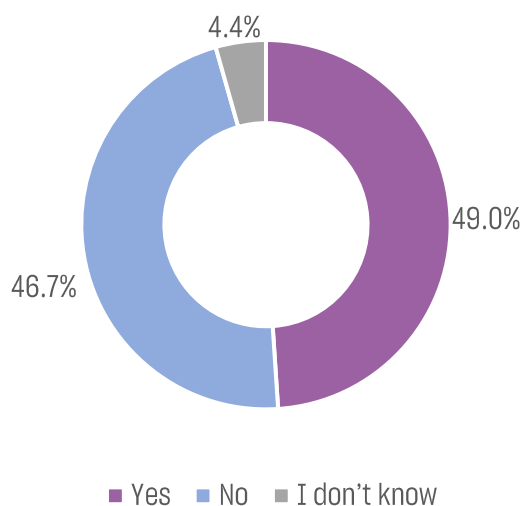
Graph 49: When you think about the rules, restrictions or prohibitions that your parents have regarding your use of media, what would you say about them? Do you consider them: (Children)

More than half of the parents believe that the rules regarding accessing/sharing/commenting on content on TV and social networks should be the same for both boys and girls.



Graph 50: As a parent, do you believe? (Parents)

Almost half of parents have installed some kind of technical protection (for example a pin code) on the TV receiver or a parental control application on the phone that prevents their child from watching certain TV channels or content.

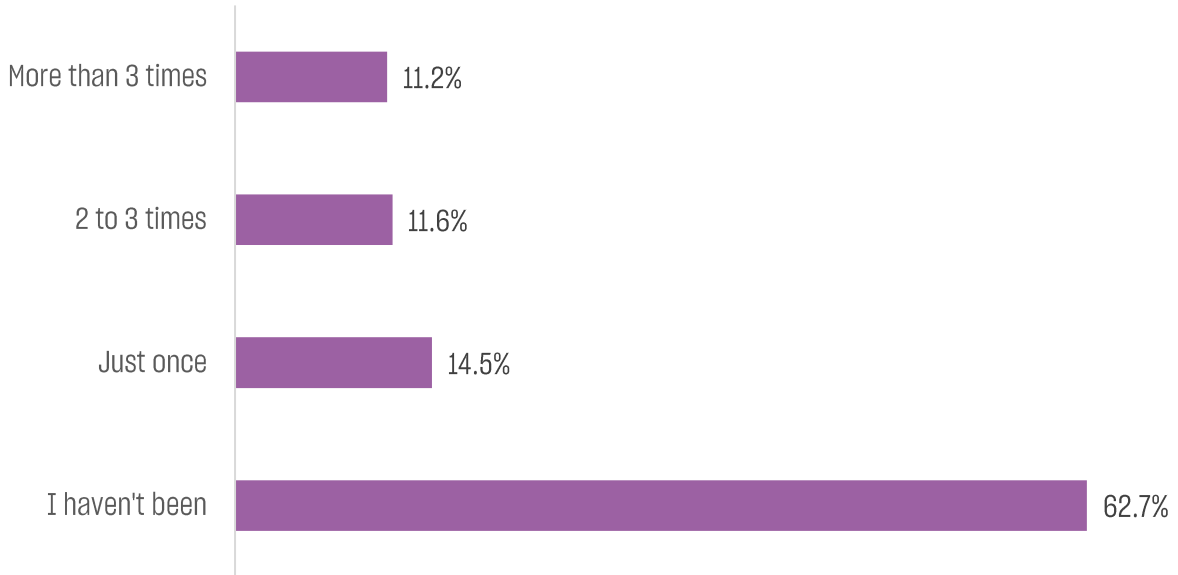


Graph 51: Have you installed any kind of technical protection (for example a pin code) on the TV receiver or a parental control application on the phone that prevents your child from watching certain TV channels or content? (Parents)

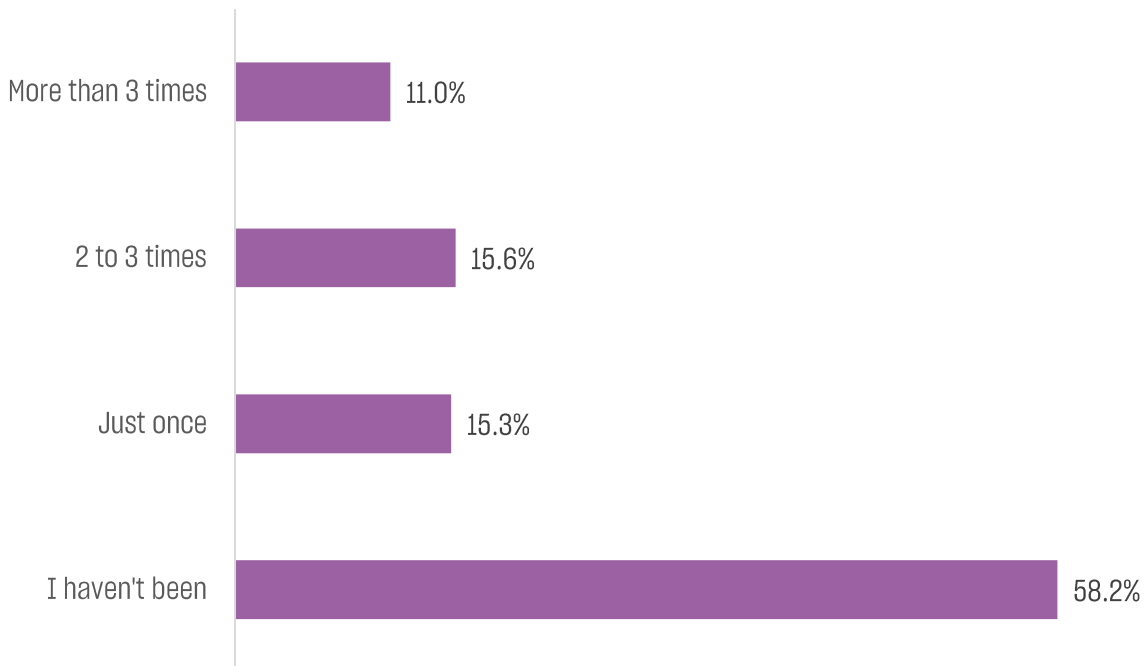
Those who answered that they did not put any kind of technical protection in place additionally commented that they do not have the technical capabilities to install such kind of technical protection or that they do not have the time to deal with it.

Cultural events

The research included the topic of cultural events and the habits of parents and children regarding going to the theater and membership of local libraries. Almost two-thirds of parents (62.7%) have not visited the theater in the last 12 months, while slightly fewer children answered the same (58.2%).

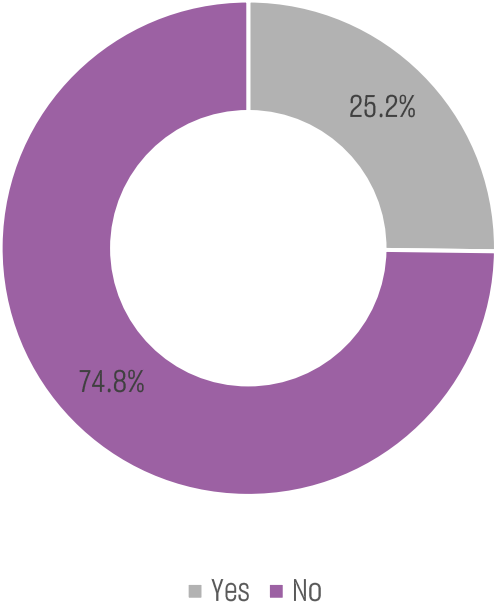


Graph 52: In the past 12 months, have you been to the theater? (Parents)

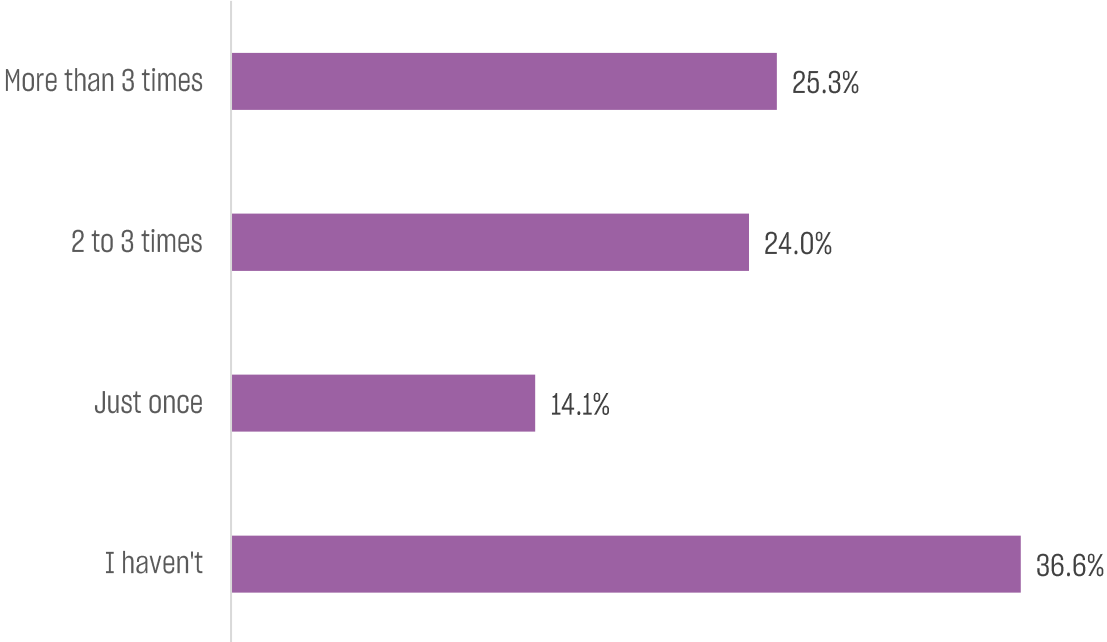


Graph 53: In the past 12 months, have you been to the theater? (Children)

Only a quarter of parents are members of the local library, while almost half of the children borrowed a book from the library more than twice.



Graph 54: Are you a member of the local library? (Parents)



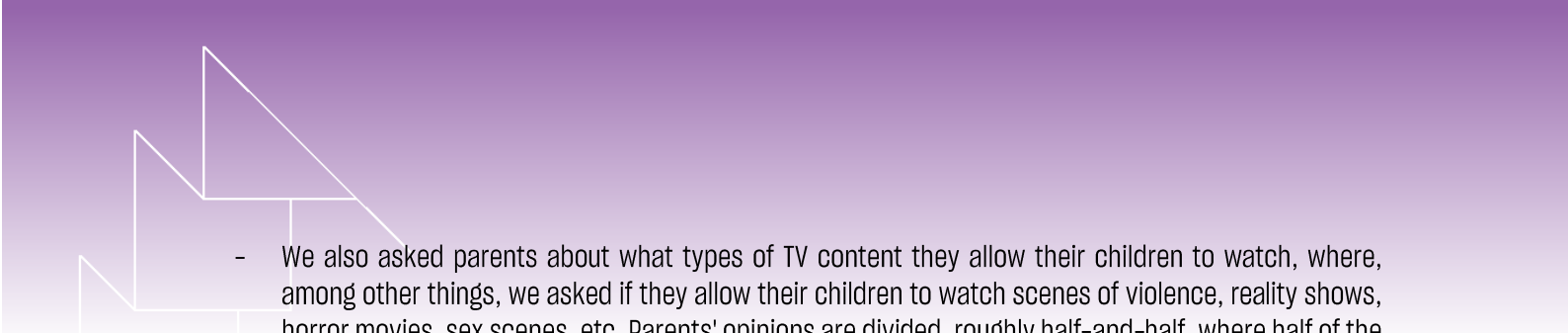
Graph 55: In the past 12 months, have you borrowed a book from your library (local or school)? (Children)

Concluding remarks

The research on media literacy among children and parents in Montenegro gave a lot of extremely valuable and interesting insights into how these two groups use media today, where they find the information they need or are interested in, how they use different devices, what they think about topics that are important for the use of media (such as fake news), but also many other things. The data presented in this report is only a part of the possibilities that the collected database provides, and it gives an insight into the collected data. Additional possibilities for disaggregating data by various socio-demographic characteristics undoubtedly exist. It is certain that anyone who deals with topics related to the media literacy of parents and children can benefit from this database which provides relevant information on which they can plan activities related to the given topic.

A number of findings are particularly important and should be highlighted.

- Almost all electronic communication devices that exist in the household are available to the children in those households. There is a very small percentage of restrictions, and it is rare that children do not have access to a mobile phone, television, computer/laptop or tablet, if there are such devices in the household.
- Almost every child we surveyed (ages 9 to 17) says that they own a mobile phone, and almost all of them have a smartphone. Older generation mobile phones are almost not needed in this generation.
- On weekdays, children spend an average of 8 to 9 hours in front of various screens (mobile phone, television, computer/laptop, tablet). The time spent in front of these screens increases additionally during the weekend. It is important to note that this time was spent in front of the screen on weekdays during the school year.
- In the media, children mostly follow movies, music programs, and ask to watch funny video clips. Every tenth child says that they regularly or often follow politics, and a slightly higher percentage of those children say that they watch reality programs, although such programs are usually labeled as being for the 18+ population.
- Every second parent says that their child has a hard time controlling the time spent in front of the screen. Over 55% of parents say that programs for children often promote gender inequality, 60% of those parents say that children's programs promote stereotypes about women as housewives or female roles in society. Two-thirds of parents also believe that children's programs promote violence as a solution to problems.
- Both parents and children say that they mainly look for information about important events in the country and abroad on the internet.
- Every third child does not know what fake news is, and 82% of parents say they do. Both groups believe that out of all the media, fake news is the most prevalent on social media networks.
- Only every third child says that they would tell their parents if they noticed fake news, and almost a third of those say that they would not do anything if they saw fake news.
- Children do not have a clear idea of what fake news is and how to distinguish it from other information on the internet. This points to a great need for additional training for children when it comes to media literacy.
- Parents of children aged 4 to 17 largely believe that the impact of the time children spend accessing available content, especially through TV and mobile devices, on their mental and physical health and development. Research shows that these are the devices in front of which children spend most of their time during the day.

- 
- We also asked parents about what types of TV content they allow their children to watch, where, among other things, we asked if they allow their children to watch scenes of violence, reality shows, horror movies, sex scenes, etc. Parents' opinions are divided. roughly half-and-half, where half of the parents allow their children to watch said content and half do not.
 - Most parents believe that the rules regarding accessing/sharing/commenting on content on TV and social networks should be the same for both boys and girls.
 - Children, when they think about the rules, restrictions or prohibitions that their parents have regarding the use of media, generally think that these rules are fair. Every third child considers such rules neither fair nor unfair.
 - In the past 12 months, the majority of both parents and children say that they have not visited the theater.